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ABSTRACT

This volume of the K-12 Social Studies curriculum for exceptional children covers the history of America, Kentucky, and Louisville/Jefferson County, from the time of American Indian settlements in these areas to the present. The curriculum guide provides: (1) objectives which parallel, as nearly as possible, the general education social studies course content and curriculum; (2) objectives addressing social studies requirements for graduation at high-school level; and (3) directions for the teacher regarding concepts and skills which should be covered in the instruction of social studies. For each objective, a task analysis, learning activities, and resource materials are listed. The instructional activities and materials are designed to: assist teachers in becoming more proficient in the content areas; make social studies concepts more meaningful to students; and increase student interest and imagination through active involvement in reenactments, simulations, documentaries, and other hands-on activities. A scope and sequence chart is included to list the content areas covered, to indicate grade levels in which specific content areas are addressed in the general education program, and to assist special education teachers in determining which objectives to cover at specific grade levels. (JDD)

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: SOCIAL STUDIES

VOLUME I

Louisville/Jefferson County History, Kentucky History, American History

1986

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EXCEPTIONAL CHILD EDUCATION CURRICULUM K-12: SOCIAL STUDIES

VOLUME I

Louisville/Jefferson County History, Kentucky History,
American History

1986

JEFFERSON COUNTY PUBLIC SCHOOLS

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Superintendent

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EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
OFFERING EQUAL EDUCATIONAL OPPORTUNITIES

SUPERINTENDENT'S MESSAGE

The Jefferson County Public Schools district strives with commitment to support all its students in their individual quest for excellence.

Four interrelated statements provide guidance and support to the district's staff in their efforts to achieve this worthy goal. These statements include the Jefferson County Public Schools Philosophy of Education, which promotes self-development in a free society; the Board of Education Goals, which encompass the community's educational values; the district's Program of Studies and curricular documents, which provide a common instructional focus; and the School-Based Annual Plans, which provide building-level commitments of human and material resources.

Achieving educational excellence requires a dynamic curriculum development process characterized by constant adjustment and change. This process involves a carefully planned and controlled cycle of assessment, development, and evaluation. To this end, the Department of Curriculum and Instruction has utilized assessment data, including professional staff opinion, community input, and results from the district's testing program to design guidelines for curricular documents used in the Jefferson County Public Schools.

While addressing achievement and mastery of specific skills and providing frameworks for district-wide instructional programs, these materials also provide considerable flexibility to local school staffs. These professionals know best how to teach, adapt, and enrich the curriculum as they work closely with their students.

Ultimately, the purpose of this document is to expand opportunities for school staffs to exercise their creativity and commitment in producing excellence among our students.

Donald W. Ingwerson

Donald W. Ingwerson, Superintendent
Jefferson County Public Schools

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Request for Reconsideration of Instructional Materials

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EXCEPTIONAL CHILD EDUCATION PHILOSOPHY AND GOALS

The Jefferson County Public Schools is committed to providing a high quality education for handicapped students. Exceptional Child Education (ECE) programs are designed to meet the needs of students whose approach to learning is different from that of their peers. ECE students use the curriculum and materials of the general education program whenever appropriate but have access to special instructional techniques and materials as necessary. The ECE curriculum parallels many areas of the general education curriculum, emphasizing certain skills and adding others to meet the needs of the exceptional learner. ECE programs concentrate on the development of those basic academic and daily living skills which will be needed for future employment and independent adult living.

I. Louisville/Jefferson County History

Indians of Corn Island area
Corn Island
Early Louisville/Jefferson County
Immigrants to Louisville/Jefferson County, Kentucky
Main Street 1800-1900
Transportation 1800-1900
Industry/Manufacturing 1800-1900
Schools/Colleges
Slavery/Civil War
Disasters/Wars
Neighborhood development
Recreational events
Sites of special interest
Famous people
Louisville in transition
Cultural arts
Religious denominations

II. Kentucky History

Earliest Kentuckians
Early Explorers/Surveyors/Hunters
Early settlement life
Kentucky's origin
Revolutionary War
Civil War
Reconstruction
Kentucky on the move
Agriculture
Manufacturing
Racing industry
Education in Kentucky
Kentucky symbols
Counties in Kentucky
Recreational areas/historic sites
Culture

III. American History

First Americans
Early explorers of the New World
Spanish influence in America
English settlements in America
Introduction to slavery
The French and Indian War
Conflicts with England
American Revolution
Declaration of Independence
Famous Revolutionary War persons
Peace and national unity
Constitution
Leadership of the New Nation
War of 1812
Westward movement
America growing
Slavery
Civil War/Reconstruction
Westward expansion after the Civil War
Growth of cities
Agricultural revolution
World War I
Roaring 20s/Great Depression
World War II
Korean, Vietnam conflicts
Civil Rights laws
The American family
Ethnic minorities/immigrants
Space exploration
Presidents of the United States
America's foreign policies
America in the future

PURPOSE AND USE OF THIS GUIDE

The purpose of the Exceptional Child Education Curriculum K-12: Social Studies, Volume I is to facilitate teaching and, therefore, learning by providing a foundation of information and skills to be presented. The curriculum guide provides a framework of instruction for the exceptional learner. Each learner's specific needs should determine the curricular strands needed for successful progress. Activities, materials, and resources suggested to teach the steps of each objective are provided, but neither they nor the objectives themselves are intended to be the total learning experience for any student. Rather, the guide should be viewed as a point of origin for instruction with embellishments and refinements to be added by each teacher of Exceptional Child Education (ECE) programs. Teachers will use the information within this guide to provide a consistent district-wide structure to teaching students with special needs. However, each teacher's unique instructional style, and the documented needs of students, will contribute to the creation of a total environment conducive to learning.

The sequence in which skills are addressed and the amount of time devoted to an area will vary according to the needs of individual students and the goals established on the Individual Education Programs. Whenever possible, however, it is recommended that units of study in such content areas as science and social studies follow the general scope and sequence of the Regular Program. ECE teachers are also strongly encouraged to use general education curriculum course guides and textbooks as instructional resource materials.

Each subject within the Exceptional Child Education curriculum has been arranged in a format comparable to the subjects in the general education curriculum. Identifying phrases listing the subject, strand, and learning along with key vocabulary words and major objectives are printed on the left page. Major steps in the task analysis of each objective are listed while activities, materials, and resources for each step (or in some cases, for each objective) are aligned on the right page.

Grade levels are recommended for student materials: E--Elementary School, M--Middle School, and H--High School. Teacher materials are coded as T. Teacher materials appropriate to only certain age students are dually coded, e.g., (T, E, M) indicates material appropriate for use by a teacher who is working with elementary or middle school students.

The writing committee had the following concepts in mind when developing the Exceptional Child Education Curriculum K-12: Social Studies, Volume I:

> Students need to be knowledgeable of their own city, county, state, and nation in order to bridge concepts to be covered in United States history.
>
> Social studies can be very exciting to students who participate in activities which are interesting and relevant to their daily lives.

The guide for Exceptional Child Education Curriculum K-12: Social Studies, Volume I is designed to provide the following:

Objectives which parallel, as nearly as possible, the general education social studies course content and curriculum,

Objectives addressing social studies requirements for graduation at the high school level, and

Directions for the teacher regarding concepts/principles/skills which should be covered in the instruction of social studies.

The instructional activities and materials suggested are designed to--

Assist teachers in becoming more proficient in the instruction of Louisville/Jefferson County history, Kentucky history, and American history,

Make social studies concepts/principles more meaningful to students,

Increase student interest/excitement/imagination through active involvement in reenactments, simulations, documentaries, and other hands-on activities, and

Provide students with information to assist them while discussing historical events (past or current) with their non-handicapped peers.

The ECE social studies curriculum serves as a frame of reference for the teacher implementing a social studies program to meet the needs of students in his/her classroom. It is not all-inclusive nor is it, at this point, complete. Teachers using the guide are encouraged to send suggestions for modification to the coordinator of Exceptional Child Instructional Services at the Durrett Education Center.

Note: It is recommended that teachers acquire copies of commercial materials/kits recommended in the materials section of this guide to preview for possible purchasing. ECE units could pool allotted money to purchase material for total ECE student/teacher school use. Contact should be made with personnel of the district media center or area ECE media centers to inquire about materials listed for initial previewing purposes.

SCOPE AND SEQUENCE

The purposes of the Scope and Sequence chart are to--

List content areas (learnings) covered in the Exceptional Child Education Curriculum K-12: Social Studies, Volume I,

Parallel ECE social studies learnings as nearly as possible to general education social studies learnings,

Indicate grade levels in which specific ECE learnings are addressed in the general education social studies program, and

Assist ECE teachers in determining which objectives to cover at specific grade levels.

It is important to note that the ECE social studies learnings are not designated by grade levels but are so designed that the teacher, based on assessment data and the scope and sequence of the general education curriculum, can extract specific learnings to address student needs. In a content area such as social studies, ECE teachers should present instruction on those learnings which parallel the topics presented in the general education program for students at that grade level. For example, the general education continuum lists Kentucky history as a content area to be introduced at the fourth grade. The ECE curriculum provides parallel content for students on the same subject matter as well as objectives for the teacher of the history of Louisville. Using this approach, ECE students can become conversant on related topics with their general education peers as they interact in daily experiences, e.g., on the school bus, in the halls or cafeteria, and at home.

ECE teachers must use professional judgment in selecting instructional objectives for each student or class. Some of the task analyses and activities in this guide have intentionally been written for grade levels lower or higher than the grade levels where that content is covered in the general education program. This applicability to a wider grade span allows the ECE teacher to introduce important concepts sooner or to reinforce them longer than is done in the general education program.

ECE teachers will find the Scope and Sequence chart useful in the following ways:

To find the grade level at which specific social studies learnings are covered in the general education program,

To prepare ECE students for successful mainstream experiences in general education social studies programs, and/or

To prepare students for exiting to full-time placement in the general education program.

The ECE social studies curriculum also addresses the content of ECE social studies courses offered at the high school level. These courses are listed in the JCPS' Secondary School Program and Course Descriptions. One such course which is addressed in Volume I is W or Q 3___S (Functional Social Studies III).

ECE: United States History focuses on the history and development of the United States. Emphasis is on the development of American culture, the contributions of individuals from various ethnic backgrounds, the relationship of America with other countries, and past trends which influence the present and future of the nation. Paralleling the study of the United States is a focus on the historical development, resources, and contributions of Louisville, Jefferson County, and Kentucky.

ECE teachers are encouraged to--

Acquire copies of the general education Social Studies Skills Continuum K-12 and curriculum guides to use as reference/teaching materials in their social studies programs,

Use general education adopted textbooks for personal or student reference where appropriate,

Provide hands-on experiences as opposed to duplicated work sheet activities,

Work with general education teachers in planning related social studies activities, e.g., field trips, speakers, dramatizations,

Pool monies allotted for ECE units to purchase recommended materials/kits/media/software for use by the entire ECE staffs of individual schools (the materials column in this guide provides an excellent source of suggested items for teachers to purchase with unit monies), and

Share the ECE social studies guides with general education teachers who work with mainstreamed ECE students or low achieving general education students.

EXCEPTIONAL CHILD EDUCATION SOCIAL STUDIES SCOPE AND SEQUENCE
VOLUME I

ECE CONTENT AREAS (Learnings)	GENERAL EDUCATION GRADE (ACHIEVEMENT) LEVELS												
	Kinder-garten	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
I. LOUISVILLE/JEFFERSON COUNTY HISTORY													
Indians of the Corn Island Area				X	X								
Corn Island				X	X								
Early Louisville/Jefferson County				X									
Immigrants to Louisville/Jefferson County/Kentucky				X	X	X			X			X	
Main Street 1800-1900				X	X				X			X	
Transportation 1800-1900				X	X								
Industry/Manufacturing 1800-1900				X	X				X			X	
Schools/Colleges				X									
Slavery/Civil War				X	X	X			X			X	
Disasters/Wars				X	X	X			X			X	
Neighborhood Development				X	X								
Recreational Events				X	X								
Sites of Special Interest				X									
Famous People				X	X								
Louisville in Transition				X	X	X			X				
Cultural Arts				X	X								
Religious Denominations				X	X	X			X			X	
II. KENTUCKY HISTORY													
Earliest Kentuckians					X	X			X				
Early Explorers/Surveyors/Hunters				X	X	X			X				
Early Settlement Life				X	X	X			X				
Kentucky's Origin					X	X			X				
Civil War				X	X	X			X			X	
Revolutionary War				X	X	X							
Reconstruction				X	X	X			X			X	
Agriculture					X	X			X			X	
Kentucky on the Move					X	X			X			X	
Manufacturing					X	X			X			X	
Racing Industry					X	X			X				
Education in Kentucky					X				X				
Kentucky Symbols					X								
Countries in Kentucky				X	X								
Recreational Areas/Historic Sites				X	X								
Culture					X	X			X			X	
III. AMERICAN HISTORY													
First Americans				X	X	X						X	
Early Explorers of the New World				X	X	X			X		X	X	
Spanish Influence in America						X			X		X	X	
English Settlements in America					X	X			X			X	
Introduction to Slavery					X	X			X			X	

ECE CONTENT AREAS (Learnings)	GENERAL EDUCATION GRADE (ACHIEVEMENT) LEVELS												
	Kinder-garten	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
III. AMERICAN HISTORY (continued)													
The French and Indian War					X	X			X		X	X	
Conflicts with England					X	X			X			X	
American Revolution					X	X			X		X	X	
Declaration of Independence					X	X			X		X	X	
Peace and National Unity					X	X			X		X	X	
Famous Revolutionary War Persons					X	X			X		X	X	
Constitution					X	X			X		X	X	
Leadership of the Nation						X			X			X	
War of 1812					X	X			X		X	X	
Westward Movement						X			X		X	X	
America Growing						X			X		X	X	
Slavery					X	X			X			X	
Civil War/Reconstruction					X	X			X			X	
Westward Expansion After Civil War					X	X			X			X	
Growth of Cities				X	X	X	X	X	X	X	X	X	X
Agricultural Revolution					X	X	X	X	X	X	X	X	X
World War I									X		X	X	
Roaring 20s/Great Depression									X		X	X	
World War II											X	X	
Korean/Vietnam Conflicts										X	X	X	
Civil Rights Laws												X	
The American Family			X	X	X	X		X	X	X	X	X	X
Ethnic Minorities/Immigrants			X	X	X	X		X	X	X	X	X	X
Space Exploration											X	X	X
Presidents of the United States						X			X		X	X	X
America's Foreign Policies						X		X	X	X	X	X	X
America in the Future										X	X	X	X

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OBJECTIVES

Identifies the Indian tribes who lived around the Corn Island areas.

Describes the importance of the Corn Island area to the Indians.

Discusses why conflicts arose between the Indians and settlers of the Corn Island area.

Lists prior names for the Louisville area.

Describes how and why the George Rogers Clark expedition came to settle on Corn Island.

Traces the Clark expedition route to Corn Island.

Describes how the Louisville area looked before permanent settlements were established.

Describes the lifestyle of settlers in the Louisville/Jefferson County area (work, social, recreational, experiences).

Discusses lifestyle of slaves in Louisville during early settlement years.

Contrasts Louisvillians' acquisition of food, clothing, and shelter in early settlement days vs. today.

Describes immigration to the Louisville/Jefferson County/Kentucky areas 1700-1900.

Discusses reception of immigrants by residents of the Louisville, Kentucky, areas.

Determines contributions of immigrants of Louisville/Kentucky areas.

Describes present-day immigrants.

Describes the purpose and location of Fort Nelson.

Describes why Main Street became the city's thriving business district.

Contrasts Main Street of 1800s with today.

Identifies the influence of the steamboat on the growth of Louisville.

Describes the effect of the railroads on Louisville's economy and growth.

Compares kinds of transportation used in early Louisville vs. transportation today.

Lists Louisville/Jefferson County's major income products (1800-1900s).

Describes major occupations of the people in Louisville/Jefferson County.

Compares jobs held in 1800-1900 in Louisville/Jefferson County to jobs today.

Identifies reasons for Louisville's rise as an education center during the 1800-1900s.

Lists names of schools/colleges that were established before 1900 that are still in operation.

Traces the history of public education in Louisville/Jefferson County.

Discusses the impact of the slave market on the local economy.

Compares the everyday lives of Louisville's/Jefferson County's black and white populations during slavery.

Discusses the effects of slavery on the rise of segregation laws/practices after the Civil War.

Describes the impact of the Civil War on Louisville.

Describes the effects of the 1929 stock market crash on the local economy.

Describes the effects of the 1937 flood on Louisville.

Describes the effects of major wars on the local economy.

Names various neighborhoods of Louisville/Jefferson County.

Describes the history of selected neighborhoods e.g., source of names, ethnic composition.

Describes contributions of various ethnic/cultural groups to heritage of Louisville/Jefferson County.

Identifies sports and major recreational events which make Louisville famous.

Discusses the importance of horse racing in Louisville/Jefferson County.

Describes impact of major recreational events on Louisville's business community.

Locates significant community sites on a city/county map.

Describes sites significant to Louisville's/Jefferson County's history.

Discusses reasons for preserving old buildings/landmarks.

Lists contributions of famous, local persons (1780-1880).

Discusses contributions of famous, local persons (1880 to present).

Analyzes the personal traits/characteristics which made selected persons famous in Louisville/Jefferson County history.

Describes the significance of major current construction projects taking place in Louisville/Jefferson County.

Discusses Louisville's gradual transition from an industrial to a service-oriented community.

Discusses the characteristics of Louisville/Jefferson County which define the area's quality of life for its inhabitants: jobs, cultural events, education, water/air.

Identifies local museums, art galleries, libraries and their varying purposes.

Discusses the metropolitan area's major cultural activities.

Discusses the significance of cultural art activities and cultural centers.

Names religious denominations in Louisville/Jefferson County.

Discusses the history of selected local church buildings.

Discusses the influence of religious denominations on the development of Louisville/Jefferson County, e.g., civil rights, education, medical services.

Explores reasons for variations in architectural features/interior decorations of church buildings.

LOUISVILLE/JEFFERSON COUNTY HISTORY STRAND

STRAND Louisville/Jefferson County History

LEARNING Indians of the Corn Island Area

VOCABULARY: Cherokee, Iroquois, Wyandotte, Chickasaw, Shawnee, Corn Island, tribe, conflicts, hunting, fishing, salt licks, settlers, fortress, treaty, land, resources

OBJECTIVE	TASK ANALYSIS
Identifies the Indian tribes who lived around the Corn Island area.	1. Defines tribe. 2. Lists Indian tribes of the Corn Island area. 3. Discusses the life style of various Indian tribes of the Louisville area.
Describes the importance of the Corn Island area to the Indians.	1. Names resources of the Corn Island area. 2. Discusses reasons the Indians inhabited areas near Corn Island.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Arrange for a field experience to (or a speaker from) the Filson Club so that the students may learn about Indian tribes which lived around the Corn Island area, e.g., Cherokee, Iroquois, Wyandotte, Chickasaw, Shawnee. Have students research information to determine the lifestyles of Louisville/Jefferson County Indians. Have students research types of homes in which the Indians lived. Let students, given no conventional tools, devise (by hand) tools and natural materials to build an Indian home. (Students may need safety glasses.)	Louisville Today and Yesterday. Louisville, KY: Louisville Public Schools, 1956. (T, M, H) JCPS Archives.
Have students determine if the area of the school's location would be suitable for settlement by Indians. Have them look at natural resources such as lakes, ponds, animals, and trees to support speculation. Ask students to determine why the Indians at the Louisville/Jefferson County area needed the resources of the Corn Island area. (Reasons would include: hunting, fishing, natural fortress as a result of Falls of Ohio, salt licks, and fertile land.)	Louisville in Kentucky. Louisville, KY: Louisville Public Schools, 1950. (T, M, H) JCPS Archives. Louisville and the Ohio River. Louisville, KY: Louisville Public Schools, 1956. (T, M, H) JCPS Archives. Early Days in Louisville, Grade 3. A Curriculum Guide for Elementary Social Studies. Louisville, KY: Louisville Public Schools, 1958. (T, E) JCPS Archives.

STRAND Louisville/Jefferson County History

LEARNING Indians of the Corn Island Area

VOCABULARY: Cherokee, Iroquois, Wyandotte, Chickasaw, Shawnee, Corn Island, tribe, conflicts, hunting, fishing, salt licks, settlers, fortress, treaty, land, resources

OBJECTIVE	TASK ANALYSIS
Discusses why conflicts arose between the Indians and settlers of the Corn Island area.	1. Discusses how the Indians of the Corn Island area helped early explorers/surveyors/settlers.
	2. Identifies reasons for conflicts between the Indians and settlers.
	3. Discusses why some conflicts were settled and others continued.
	4. Discusses some Indian words/expressions which have become part of our language.

ACTIVITIES	MATERIALS
Have students review books and other materials to determine how Indians of various tribes in the Louisville area helped the settlers, e.g., provided food, seeds, land, clothing.	Yater, George. Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County. Louisville, KY: Heritage Corporation of Louisville and Jefferson County, 1979.
Have students act as news reporters and write a newspaper article (or write and give a TV news report) on the conflicts which arose between the Indians and settlers over the Corn Island resources. Ask students to thoroughly cover the concerns of both groups. (Topics could include: a. settlers taking land, b. settlers hunting on Indian land, c. cultural differences, d. salt licks, e. lack of communication.)	Materials from JCPS Multicultural Center, JCPS Media Center--Durrett
Have students include in their stories ways in which conflicts were resolved and instances where they continued.	Munro-Leighton, Judy, and Munro-Leighton, Bill. The Falls, A Stopping Place, A Starting Point. Louisville, KY: Portland Museum, 1979.
Ask students to give reports before the class.	_______. Change at the Falls: Witnesses and Workers. Louisville, KY: Portland Museum, 1982.
Have students think of Indian words/phrases which are a part of our daily language, e.g., chipmunk, woodchuck, succotash, hominy, going on the warpath, burying the hatchet, names of streets and schools.	

STRAND Louisville/Jefferson County History

LEARNING Indians of the Corn Island Area

VOCABULARY: Cherokee, Iroquois, Wyandotte, Chickasaw, Shawnee, Corn Island, tribe, conflicts, hunting, fishing, salt licks, settlers, fortress, treaty, land, resources

OBJECTIVE	TASK ANALYSIS
	5. Describes what happened to the Indian tribes who once lived in the Corn Island area.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students use city/county directories to find parks/streets/businesses and such named for Indian tribes. Have students discuss possibilities of ancient Indian habitations in the Louisville area prior to known tribes, e.g., mound builders; invite university/college personnel from departments of archaeology to discuss this topic with the class.	

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: Falls of the Ohio, George Rogers Clark, expedition, settlement, island, military, protection, mountains, surveyor, Fort-on-Shore, Virginia, Patrick Henry, governor, British

OBJECTIVE	TASK ANALYSIS
Lists prior names for the Louisville area.	1. Lists prior names of Louisville.
	2. Discusses reason for prior names.
	3. Describes King Louis XVI's influence on the selection of the final name of Louisville.
Describes how and why the George Rogers Clark expedition came to settle on Corn Island.	1. Describes why the George Rogers Clark expedition was organized.
	2. Discusses reasons why the Clark expedition settled on Corn Island.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students conduct research to locate information on the names of this city before it became known as Louisville, e.g., The Falls of the Ohio; Corn Island; Fort-on-Shore; Louisville, Virginia; Station-on-Shore; Beargrass Settlement; Settlement at the Falls. Have students give background information as to why specific names were chosen. Have students locate information about the life of King Louis XVI and why he helped the colonists (financially) in their cause against the British during the Revolutionary War.	
Have students review materials written about the settlement of Corn Island and determine why the expedition to this area was organized, e.g., sent by Governor Patrick Henry to launch a military offense against the British and Indian power in the country northwest of the Ohio River. Have students surmise from their readings why George Rogers Clark settled on Corn Island, e.g., good protection provided by the Falls of Ohio.	Additional information available from the Filson Club, Louisville Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County. Louisville in Kentucky. **Film:** Louisville Kentucky Do You Know? 036210 (M, H)

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: Falls of the Ohio, George Rogers Clark, expedition, settlement, island, military, protection, mountains, surveyor, Fort-on-Shore, Virginia, Patrick Henry, governor, British

OBJECTIVE	TASK ANALYSIS
	3. Describes expeditional surveys to Corn Island prior to George Rogers Clark.
Traces the Clark expedition route to Corn Island.	1. Discusses reasons settlers and others accompanied George Rogers Clark to Kentucky.
	2. Describes the route of Clark's expedition.
	3. Traces the expedition on a map of the United States.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss how the Falls looked and what happened to the Falls.	*A History of Louisville*. Louisville Gas and Electric Company and The Courier Journal. Reprinted by the Jefferson County Public Schools, 1985. (T, E, M, H)
Have students conduct research to report on Captain Thomas Bullitt and de LaSalle who had been to Corn Island prior to George Rogers Clark.	
Have students also discuss the legend that Welshmen had been to Corn Island 450 years before the time of Columbus.	
Discuss with students persons who accompanied Clark on his expedition to Kentucky, e.g., 150 military persons, eleven married couples, twenty-six children, four bachelors, and one slave. Have students discuss why the settlers chose to travel to Kentucky.	
Have students write (tape), as if they were one of the participants, a story about the Clark expedition.	*Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County*.
Have students trace/locate the expedition route (the previously called Illinois campaign went across mountains from Virginia to Pennsylvania and from the Monongahela and Ohio Rivers) on a U.S. map.	U.S. maps

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: Falls of the Ohio, George Rogers Clark, expedition, settlement, island, military, protection, mountains, surveyor, Fort-on-Shore, Virginia, Patrick Henry, governor, British

OBJECTIVE	TASK ANALYSIS
	4. Discusses the unsuitability of Corn Island for long-term settlement.
	5. Explains what became of the Falls and Corn Island.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss theories as to how the island area became known as Corn Island: a. first crop planted by settlers b. corn already growing on Island as result of Indians camping/hunting in area. Have students discuss pros for settling on Corn Island: a. offered protection from British/Indians b. group could go no farther because of Ohio rapids. (Consult the Museum of History and Science to acquire information on tours of the Falls of the Ohio natural preservation area.) Have students discuss the cons for staying on Corn Island: a. too small for additional settlement b. subject to flooding c. difficult to carry game killed to island from the mainland. Discuss with students the location of Station-on-Shore, the site settled after the Corn Island venture (Twelfth and Rowan Streets). Discuss why Falls were called falls but are not really a waterfall per se. Have students role play settling on Corn Island and discuss with the group the things they must do initially to settle the area.	Adopted texts and curriculum guides

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: Falls of the Ohio, George Rogers Clark, expedition, settlement, island, military, protection, mountains, surveyor, Fort-on-Shore, Virginia, Patrick Henry, governor, British

OBJECTIVE	TASK ANALYSIS

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
Describes how the Louisville area looked before permanent settlements were established.	1. Names wildlife of pre-settlement Louisville.
	2. Discusses the physical appearance of the Louisville area prior to settlement.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students determine, through research, what happened to the Falls of the Ohio.	*A History of Louisville*.
Have students discuss the impact of the falls area being declared (in 1984) a national wildlife conservation area.	
Have students discuss the geological importance of this area.	
Consult personnel at the Museum of History and Science for additional information.	
Describe the Louisville area prior to settlement.	*Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County*.
Have students name wildlife of the area, e.g., opossum, buffalo, bears, fox, woodchuck (groundhog).	*Louisville in Kentucky*. (T) *Early Days in Louisville*. (T)
Have students create (tape) a poem or story about Louisville prior to settlement.	Thomas, Samuel W. *Views of Louisville Since 1766*. The Courier-Journal and Louisville Times, 1971 (JCPS Multicultural Center, Louisville Free Public Library). (T, E, M, H)

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
	3. Discusses kinds of sound to be heard in the pre-settlement Louisville area.
Describes the lifestyle of settlers in the Louisville/Jefferson County area (work, social, recreational, experiences).	1. Discusses the jobs held by the settlers in the Louisville/Jefferson County area.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students draw pictures of the Louisville/Jefferson County area before settlement and include examples of the dense vegetation, trees and plant life, wilderness, few scatterings of Indian cultivations (crops) and burial sites, and swamps and ponds.	
Discuss why there were no permanent Indian settlements in the Louisville area.	Louisville in Kentucky. (T) Speakers from the Filson Club
Direct students in the taping of stories/writing stories of pre-settlement Louisville.	Teacher-made materials
Discuss with the students how their neighborhood may have sounded prior to settlement, e.g., buzzing mosquitoes during the warmer months, birds chirping/singing and other animal utterances, sounds of running water (e.g., brooks, lakes, ponds, and waterfalls), and rustling of grass and leaves from wind movement.	Louisville Today and Yesterday. (T) Louisville and the Ohio River. (T)
Ask students to describe the kinds and importance of jobs held by Louisville/Jefferson County area settlers, e.g., farmers, homemakers, soldiers, surveyors, fur traders, smiths, hunters.	Louisville in Kentucky. (T)
Discuss with the students the contrast of jobs, past and present.	

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
	2. Lists social/recreational activities experienced by Louisville area settlers.
	3. Describes daily chores completed by women, children, and men.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students make reports from books on lives of early farmers, surveyors, or fur traders.	Louisville Today and Yesterday. (T)
Discuss early social/recreational experiences of settlers, e.g., church gathering, working together to farm or build homes, storytelling, barn dancing, taffy pulls, quilting.	Teacher-made materials
Demonstrate how selected recreational activities were performed, e.g., taffy pull, storytelling, square dancing, quilting, husking bee, fishing, singing, playing cards.	Local artisans
Let students replicate selected activities. Have students write and act out plays on the subject of early social/recreational activities, e.g., husking bee, fishing, singing, playing cards.	
Discuss daily chores of women, students, and men and why these chores were necessary, e.g., cooking, cleaning, and washing; milking cows, caring and feeding of farm animals; making butter, candles, and soap; making brooms; preserving meat; collecting fruit and berries; clearing land/chopping wood; plowing, planting, and gathering crops; setting traps, hunting, and fishing; building houses, cabins, and forts; molding bullets; grinding corn; making and mending clothing; spinning and weaving. (See attachment on "McGinty Cloth" at end of this section.)	Louisville in Kentucky. (T) Information Sheet, "McGinty Cloth."

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
	4. Determines the importance of a fireplace.

ACTIVITIES	MATERIALS
Demonstrate how selected chores were performed, e.g., candlemaking, grinding corn, basket making.	Louisville Today and Yesterday. (T) SPARK. Stevensville, MI: Educational Services, Inc., n.d.
Let students replicate a selected activity.	
Have students determine why first homes were built of logs, e.g., availability, suitability.	
Have students discuss the role of a fireplace in the house (see sample fact sheet on Louisville Pioneer Homes at end of this section).	Information Sheet, "Louisville Pioneer Homes."
Have students make replicas of early pioneer homes.	
Ask students to do research to make reports on daily chores of children.	
Let students read diaries of pioneering children.	Materials from local school media center
Invite a guest speaker to discuss and to demonstrate specific daily chores such as grinding corn and churning butter.	
Make a site visit to Blackacre to participate in candlemaking and other early pioneering work activity.	

STRAND Louisville/Jefferson County History

LEARNING Corn Island

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
	5. Discusses daily dangers encountered by the settlers.
	6. Describes schooling for early settlers.
	7. Discusses other settlements established in Kentucky before the founding of Louisville.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Discuss dangers encountered by early settlers on the farm, in the home, and traveling, e.g., accidents (on farm or in home), personal injuries/illness/death, wild animal attacks, inclement weather, no food/spoiled food, Indian skirmishes, conflicts with other settlers, family feuds.	Louisville in Kentucky. (T) Louisville Today and Yesterday. (T)
Develop with the students mock situations to explore options of settlers in acquiring help in selected situations, e.g., accidentally cutting self with knife while slaughtering an animal, tripping over a log, breaking an arm.	
Have students research to develop reports, stories, or plays on hazards of attending early Louisville schools.	
Discuss the time frame of when hospitals, medical services, vaccines (1963), emergency treatment, canning process, and so forth came into effect.	A History of Louisville. Louisville in Kentucky. Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County.
Conduct oral and written quizzes.	

STRAND Louisville/Jefferson County History

LEARNING Early Louisville/Jefferson County

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
Discusses lifestyle of slaves in Louisville during early settlement years.	1. Tells how and why slaves arrived in Louisville area.
	2. Describes increase of slavery in Louisville area.
	3. Tells kinds of jobs held by slaves.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Discuss with students the process of shipping slaves from New Orleans for the purpose of work.	
Discuss the following information with students: - slavery was a money-making institution; - slaves could be made to work without being paid; - it was estimated that in 1820 50% of the white citizens in Louisville owned slaves; - 1832 value of slaves held in Louisville was $292,223; - slaves were owned by businesses and corporations; - slave pens existed on Market at Main Street area, e.g., a pen was at one time over the former Jacob Levy store; - slaves were sold from Louisville to other points south; - slaves were passed on and/or divided among heirs along with cattle and property.	**Microfilm:** Wright, George C. Blacks in Louisville, Kentucky, 1890-1930, pp. 7-10. Ann Arbor, MI: University of Michigan, 1980. O'Brien, Mary Lawrence. Excerpts from Master's thesis, "Slavery in Louisville During the Antebellum Period 1820-1860." Louisville, KY: University of Louisville, 1979.
Discuss the kinds of jobs held by slaves, e.g., river dock workers, domestics, nursed children, road builders, farmers, hotel workers, road builders. Discuss slaves' jobs in terms of non-paid and paid.	Inventory and settlement books list property and its value. Such information is available in the Office of Historic Preservation and Archives. One example is Book 4, p. 192, Inventory and Settlement of Jenkin Phillips.

STRAND Louisville/Jefferson County History

LEARNING Early Louisville/Jefferson County

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
Contrasts Louisvillians' acquisition of food, clothing, and shelter in early settlement days vs. today.	1. Discusses how early settlers acquired food, clothing, and shelter.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Discuss how food, clothing, and shelter were acquired by early Louisville settlers, e.g., food--hunting, fishing, farming; clothing--cloth handmade from buffalo hair, bark of wild nettles, petticoats from linsey-woolsey, hunting shirts from wool or leather and hats from fur or acquired by trade or purchase; shelter--log cabins, forts, sod houses (had to be hand built).	Louisville in Kentucky. (T) Louisville Today and Yesterday. (T)
Demonstrate how selected methods were used to make clothing.	Cassidy, Ben. The History of Louisville from Its Earliest Settlement 'til the Year 1852, Louisville, KY: Hull Bros., 1852. (Reprinted by G. R. Clark Press, 1970, Louisville, KY.)
Demonstrate, with student participation, a process for grinding corn to make corn bread/flapjacks.	Information from The Filson Club (T)

STRAND Louisville/Jefferson County History

LEARNING Early Louisville/Jefferson County

VOCABULARY: buffalo, opossum, vegetation, birds, ponds, waterfalls, woodchuck, insects, vastness, plant life, swamp, mounds, brooks, lakes, hunter, smith, quilting, husking, farmer, plowing

OBJECTIVE	TASK ANALYSIS
	2. Discusses how present-day Louisvillians acquire food, clothing, and shelter.
	3. Discusses the ease in acquiring and the availability of food, clothing, and shelter in the present day.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss the present-day process of acquiring food, clothing, shelter, e.g., food--from grocery stores, (trucks, rails, airplanes) personal gardens, farms, restaurants, hunting, and fishing, social/welfare agencies; clothing--department stores, consignment shops, yard sales, handmade, social/welfare agencies; shelter--homes, apartment, trailers, condos, townhouses, public housing.	
Arrange field trips to the loading area in a supermarket/grocery store, to a farm, or construction site.	
Ask students to do research to make reports on acquiring food, clothing, shelter, past and present.	
Have students discuss the ease in acquiring food, clothing, shelter, and reasons for ready accessibility, e.g., retail stores and products in close proximity to living areas; telephone service to acquire needs; readily available transportation services (car, bus, bicycle, cabs); good streets, roads, highways; accessibility of resources.	

STRAND Louisville/Jefferson County History

LEARNING Immigrants to Louisville/Jefferson County/Kentucky

VOCABULARY: immigrants, migration, job, bias, Ireland, Germany, famine, political upheaval, France

OBJECTIVE	TASK ANALYSIS
Describes immigration to the Louisville/Jefferson County/Kentucky areas 1700-1900.	1. Defines term immigrant. 2. Names the nationality of immigrants coming to Louisville/ Jefferson County/Kentucky. 3. Determines why immigrants came to the Louisville, Kentucky, areas.
Discusses reception of immigrants by residents of the Louisville, Kentucky, areas.	1. Locates on maps areas immigrants settled. 2. Describes the treatment of immigrants in Louisville.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students read the booklet, Early Immigrants to Louisville/ Jefferson County and Kentucky, and determine the origin of immigrants and tell why they left their homeland--famine, political unrest, job. (See Early Immigrants to Louisville/Jefferson County and Kentucky" at the end of this section.)	Information Sheet, "Early Immigrants to Louisville, Jefferson County, and Kentucky."
Have students locate on city and county maps sites of immigrant settlement. Have students determine why the immigrants settled in these areas, e.g., close to jobs, areas where others of same nationality lived.	
Have students determine why some immigrants were received better than others, e.g., fewer in number, did not compete for jobs, same religion as residents.	Materials: "Oriental Expressions, Louisville's Thriving Chinese," The Courier-Journal Magazine, 1-20-85, pp. 6-11.

STRAND Louisville/Jefferson County History

LEARNING Immigrants to Louisville/Jefferson County/Kentucky

VOCABULARY: immigrants, migration, job, bias, Ireland, Germany, famine, political upheaval, France

OBJECTIVE	TASK ANALYSIS
Determines contributions of immigrants of Louisville/Kentucky areas.	1. Identifies contributions made by immigrants in Louisville/ Kentucky areas.
Describes present-day immigrants.	1. Determines who immigrants are. 2. Describes immigration to Louisville, 1960-1980s.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students determine contribution made by immigrants to Louisville, e.g., architecture, arts, business.	
Have students determine the origin of present-day immigrants and their reasons for coming to the Louisville area. (Vietnamese, Haitians, and Africans came as result of political conflict and wars; some trips arranged by religious organizations.)	

STRAND Louisville/Jefferson County History

LEARNING Main Street 1800-1900

VOCABULARY: Fort Nelson, Main Street, warehouse, shipping, Portland, business, trading, tavern, hotel, supplies, troops, headquarters, transportation, revitalization, restoration, historic

OBJECTIVE	TASK ANALYSIS
Describes the purpose and location of Fort Nelson.	1. Identifies the location of Fort Nelson.
	2. Discusses the purpose of the settlement of Fort Nelson.
Describes why Main Street became the city's thriving business district.	1. Discusses why Main Street became the city's business district.
	2. Describes Main Street businesses of the 1800s-1900s.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Ask students to make a site visit to 7th and Main Streets and discuss with the class the stone marker which denotes the location as being the original site of Ft. Nelson. Have students determine why George Rogers Clark selected the Main Street site to build a fort, e.g, fortification for the western area, headquarters for the American troops, George Rogers Clark's headquarters. Have students discuss the relationship of Fort Nelson and the Revolutionary War.	Changes at the Falls: Witness and Workers. Two Hundred Years at Falls of the Ohio: A History of Louisville and Jefferson County.
Ask students to surmise reasons why Main Street and not Broadway became the city's first business district, e.g., warehousing of supplies; trading post; accessible transportation; homes/businesses; taverns; hotel established; fort provided protection to inhabitants of the area; river transportation available. (See end of this section for information on Main Street.) Have students research early city directories to find listing of early Main Street businesses. Have students make reports on the kinds of businesses found.	Share, Allen. Cities in the Commonwealth: Two Centuries of Urban Life in Kentucky. Lexington, KY: University Press of Kentucky, 1982. Information Sheet, "Main Street 1800-1900."

STRAND Louisville/Jefferson County History

LEARNING Main Street 1800-1900

VOCABULARY: Fort Nelson, Main Street, warehouse, shipping, Portland, business, trading, tavern, hotel, supplies, troops, headquarters, transportation, revitalization, restoration, historic

OBJECTIVE	TASK ANALYSIS
Contrasts Main Street of 1800s with today.	1. Discusses Main Street of 1800s.
	2. Discusses Main Street today.

SUBJECT Social Studies

ACTIVITIES	MATERIALS

Have students write a story as if they were a merchant/resident and tell what Main Street was like during the 1800s. (Students' reports should include information on the following:

a. sanitation system
b. pavement on streets
c. skyscrapers
d. population
e. warehouses
f. places of entertainment
g. prevalence of rats.)

Have students compare Main Street of the 1800s with Main Street today.

Have students review old photos of Main Street and compare them with present-day pictures.

Make site visit to Main Street to look at old and new buildings.

STRAND Louisville/Jefferson County History

LEARNING Transportation 1800-1900

VOCABULARY: steamboat, tobacco, lumber, river traffic, railroad, horse, mule, wagon, flat boat, jet airplane, railway, truck

OBJECTIVE	TASK ANALYSIS
Identifies the influence of the steamboat on the growth of Louisville.	1. Tells why the steamboat was important during the 1800-1900 era.
	2. Discusses why the steamboat helped the growth of Louisville.
Describes the effect of the railroads on Louisville's economy and growth.	1. Lists how railroads affected Louisville.
	2. Researches old railroad routes.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss the influence of the steamboat on early 1800-1900 Louisville, e.g., brought in more trade, brought in more people, brought in goods from foreign countries; goods (tobacco, lumber) were shipped to New Orleans. Have students draw pictures or make models of steamboats of the 1800-1900 era.	Louisville Today and Yesterday. (T, M, H) Louisville in Kentucky. (T, M, H) Early Days in Louisville, Grade 3.
Have students give reports on how the railroad increased Louisville/ Jefferson County's growth, e.g., linked North and South, became the supply center for the federal army (Civil War caused increase in trade). Have students research information to make a map showing railroad routes leading from Louisville to various areas of Jefferson County.	Early Days in Louisville, Grade 3.

STRAND Louisville/Jefferson County History

LEARNING Transportation 1800-1900

VOCABULARY: steamboat, tobacco, lumber, river traffic, railroad, horse, mule, wagon, flat boat, jet airplane, railway, truck

OBJECTIVE	TASK ANALYSIS
Compares kinds of transportation used in early Louisville vs. transportation today.	1. Describes typical transportation in early Louisville.
	2. Describes types of transportation in Louisville today.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students cite examples of modes of travel in Louisville/Jefferson County during the 1800-1900 period, e.g., on foot, horse/mule, wagon, boats (flat, ferry, keel, steam), railroad.	History of Louisville.
Have students list ways people are transported to, in, and around the Louisville/Jefferson County area, e.g., car/motorcycle/truck, bus/van, airplane/helicopter, railway, foot, bicycle, skates, minibike, jet.	

STRAND Louisville/Jefferson County History

LEARNING Industry/Manufacturing 1800-1900

VOCABULARY: income, manufacturing, industry, hemp, cement, farming, liquor, sugar, brass, elevators, livestock, beer, whiskey, pottery

OBJECTIVE	TASK ANALYSIS
Lists Louisville/Jefferson County's major income products (1800-1900s).	1. Describes the major products in the 19th century. 2. Determines the market for these products.
Describes major occupations of the people in Louisville/Jefferson County.	1. Lists major occupations during the 19th century. 2. Discusses reasons for various types of jobs being available in the Louisville area during the 1800s.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students do research on Louisville/Jefferson County during the 1800-1900 years to determine major products of the area, e.g., lumber, tobacco, beer, distilled liquors, bricks, chairs, brass, sugar, flour, nails, hemp/rope, pork, glue, pottery, cement, artificial limbs, elevators, plows, blue jeans, bakery goods. Have students determine who purchased products or where they were distributed.	Louisville Today and Yesterday. (T, M, H). Louisville in Kentucky. (T, M, H)
Have students make a mural or collage showing pictures/samples of Louisville products during that era. Have students make a chart of the kinds of occupations available in Louisville/Jefferson County area during the 19th century, e.g., farming, factory workers, dock workers, dairies, railroad, shipyard workers.	

STRAND Louisville/Jefferson County History

LEARNING Industry/Manufacturing 1800-1900

VOCABULARY: income, manufacturing, industry, hemp, cement, farming, liquor, sugar, brass, elevators, livestock, beer, whiskey, pottery

OBJECTIVE	TASK ANALYSIS
Compares jobs held in 1800-1900 in Louisville/Jefferson County to jobs today.	1. Describes jobs in Louisville today.
	2. Compares the 19th and 20th century Louisville/Jefferson County job market.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students determine why specific types of jobs are available in Louisville/Jefferson County, e.g., factory worker, farmer, railroad, services--hospitals, schools, airports, refineries, distilleries, auto workers/dealerships, media, hotel/motel, tourist businesses, banks, government work, wholesale/retail stores.	
Have students develop charts to compare types of jobs available in Louisville/Jefferson County during the 19th and 20th centuries.	
Have students surmise why certain jobs are no longer available.	

STRAND Louisville/Jefferson County History

LEARNING Schools/Colleges

VOCABULARY: college, school, university, education, religious institutions, charter, wealth, higher education, public, private, parochial, city, county

OBJECTIVE	TASK ANALYSIS
Identifies reasons for Louisville's rise as an education center during the 1800-1900s.	1. Discusses the rise of Louisville as an educational center. 2. Describes the influence of the educational system nationwide on Louisville's education system.
Lists names of schools/colleges that were established before 1900 that are still in operation.	1. Lists names of educational institutions established before 1900 that are still in operation. 2. Researches the histories of selected Louisville schools.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students cite reasons why Louisville became an educational center during the 1800-1900 period, e.g., increase in trade, population, manufacturing firms, personal wealth; influence of religious groups. Discuss with students the efforts of community leaders to look at educational systems nationwide to provide the best model for educational programs established in Louisville, e.g., establishment of U. or L., Presentation Academy.	Louisville Today and Yesterday. (T, M, H) Louisville in Kentucky. (T, M, H) Early Days in Louisville, Grade 3. (T, E)
Have students make class reports on the history of selected schools/colleges, e.g., University of Louisville--1846 chartered, Kentucky School for the Blind--1842, Louisville Medical Institute--1837 (became University of Louisville), Presentation Academy, Saint Xavier, Male High School, Central High School, Spalding University. Invite personnel from the University of Louisville Archives (Ekstrom Library) to show a slide presentation on the Municipal College which was the extension of the University of Louisville for Afro-American citizens of the area. Presentation also includes information on State University (Simmons Bible College), a school facility of higher learning for Louisville's Afro-Americans.	The Falls, A Stopping Place, A Starting Point. Materials from JCPS Media Center, Durrett and Multicultural Resource Center Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County.

STRAND Louisville/Jefferson County History

LEARNING Schools/Colleges

VOCABULARY: college, school, university, education, religious institutions, charter, wealth, higher education, public, private, parochial, city, county

OBJECTIVE	TASK ANALYSIS
Traces the history of public education in Louisville/Jefferson County.	1. Discusses the history of schools during pioneer times.
	2. Discusses schools established in the 1800-1900s.
	3. Discusses the education of today in Louisville.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss one room schoolhouses and church supported/ sponsored schools.	
Then have students write/tape a report telling of their hypothetical experiences as a student in an early Louisville/Jefferson County classroom.	
Discuss the history of schooling in Louisville/Jefferson County during 1800-1900s, e.g., church schools, U of L founded in 1798, first public school in 1831, schools of medicine and charitable institutions in 1840-1850, public school for Negroes in 1870.	
Discuss the following with students: public, parochial, private schools, colleges and universities city/county. (See information sheet at the end of Section I.)	Information Sheet, "College Established for the Education of Louisville's Afro-Americans: A Brief History of Louisville Municipal College."
Let students determine who established educational programs and why.	

STRAND Louisville/Jefferson County History

LEARNING Slavery/Civil War

VOCABULARY: Civil War, owner, slave, freedom, rights, property, citizenship, emancipation, free blacks, abolitionist, free states, slave states, underground railroad

OBJECTIVE	TASK ANALYSIS
Discusses the impact of the slave market on the local economy.	1. Describes slavery in Louisville. 2. Discusses the impact of the slave market on the local economy.
Compares the everyday lives of Louisville's/Jefferson County's black and white populations during slavery.	1. Discusses the lives of white citizens during slavery.

ACTIVITIES

Have students determine why slavery was a profitable business.

Have students compare the number of free blacks and of slaves living in Louisville in 1845.

Ward*	White	Slaves	Free Blacks
1	3225	249	21
2	3348	289	37
3	5323	599	63
4	5178	636	75
5	6035	685	122
6	3745	875	102
7	2718	504	79
8	2930	219	61

*A ward was an area of the city.

By 1860 there were 4,903 slaves and 1,917 free men constituting 10% of the population as reported by the 1860 census.

MATERIALS

Wright, George C. Blacks in Louisville, Kentucky, 1890-1930. Ann Arbor, MI: University Microfilms International, 1977.

Kentucky's Black Heritage, p. 12. Frankfort, KY: Commission on Human Rights, Commonwealth of Kentucky, n.d.

Have students discuss the following in terms of white citizenry, e.g., upper/middle income persons owned slaves, owned businesses, had rights of citizen, allowed education but few educated; hardworking agricultural society--mostly small farms, many opposed institution of slavery.

Have students determine the kinds of jobs held, recreational activities, and economic climate of Louisville's city areas.

STRAND Louisville/Jefferson County History

LEARNING Slavery/Civil War

VOCABULARY: Civil War, owner, slave, freedom, rights, property, citizenship, emancipation, free blacks, abolitionist, free states, slave states, underground railroad

OBJECTIVE	TASK ANALYSIS
	2. Discusses lives of the black population during slavery.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss the following concerning blacks who lived in Louisville, e.g., no personal or citizenship rights; allowed little or no education; hard working laborers, unpaid or underpaid; many ran away to seek freedom, opposed slavery, paid taxes (free blacks); were severely punished for minor crimes. (1785 court record stated that Negro Peter was condemned to death for stealing property valued at thirty pounds; 1786 a slave, Negro Tom, was condemned to death for stealing four yards of linen and some thread).	Changes at the Falls; Witnesses and Workers, pp. 59-63, 67-69. Kentucky: Black Heritage. Frankfort, KY: Commonwealth of Kentucky, Kentucky Commission on Human Rights, 1971.
Have students discuss activities which slaves involved themselves which brought joy and contentment to their lives, e.g., church, family activities, skilled jobs, reading.	
See information sheet at end of section.	Information Sheet, "Slavery in Louisville."

STRAND Louisville/Jefferson County History

LEARNING Slavery/Civil War

VOCABULARY: Civil War, owner, slave, freedom, rights, property, citizenship, emancipation, free blacks, abolitionist, free states, slave states, underground railroad

OBJECTIVE	TASK ANALYSIS
Discusses the effects of slavery on the rise of segregation laws/practices after the Civil War.	1. Discusses how slavery influenced segregation laws after the Civil War.
	2. Discusses the rise of Jim Crow, poll tax, and the literacy test.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students research information on laws during slavery through the 1960s, e.g., laws enacted to prohibit activities of blacks: segregation in restaurants, schools, transportation, stores, medical facilities, theaters, parks.	
Have students discuss the effect of Civil Rights legislation on Louisville since 1954.	
Have students research terms such as: Jim Crow, poll tax, and literacy test. Have students determine if poll taxation and literacy testing as it pertains to voting is still in effect today.	

STRAND Louisville/Jefferson County History

LEARNING Slavery/Civil War

VOCABULARY: Civil War, Battle of Perryville, Braxton Bragg, William Nelson, Jefferson C. Davis, Robert Anderson, Don C. Buell, Bardstown, Russellville, Nashville

OBJECTIVE	TASK ANALYSIS
Describes the impact of the Civil War on Louisville.	1. Researches benefits to Louisville as a result of Civil War activity.
	2. Discusses pressures caused by Louisville's neutrality.
	3. Describes the planned Southern military invasion of Louisville.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have the students discuss the impact of the following information: - There were two railroad routes through the South headed North, one was through Louisville. - The L & N (Louisville and Nashville) Railroad became wealthy transporting needs (food, soldiers, ammunition, cattle, horses) during and after the war. - Louisville was also a base for soldiers--Taylor Barracks (with additional men and services needed, the economy boomed). - Louisvillians tried to remain neutral although more Southern in their beliefs. Divided loyalties caused family frictions, and eventually Louisville stopped trading with the South.	A History of Louisville. "Five Score Years Ago." The Courier-Journal, Sept. 1, 1962-Oct. 8, 1962 (100th anniversary of the Battle of Perryville)
Have the students discuss Louisville's neutrality and how this enabled Louisville to sell goods and services to both Northern and Southern states.	Other Sources: Louisville Archives, Ekstrom Library, University of Louisville
Have students role play being neutral in controversial situations. Have students determine the effects of trying to remain neutral.	
Students could read orally articles that report the events leading up to the Battle of Perryville. Have students to determine from research how the residents of Louisville reacted when they heard that Southern forces were headed to Louisville, e.g., they fled from the city.	

STRAND Louisville/Jefferson County History

LEARNING Disasters/Wars

VOCABULARY: stock market, flood, crash, economy, boat, damage, prohibition, homeless, disease, war, distillery, camps

OBJECTIVE	TASK ANALYSIS
Describes the effects of the 1929 stock market crash on the local economy.	1. Defines the terms stock market and depression (in concept of objective). 2. Lists effects of the 1929 stock market crash on the Louisville area.
Describes the effects of the 1937 flood on Louisville.	1. Lists effects of 1937 flood on the Louisville area.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Describe the Louisville/Jefferson County economy prior to the 1929 stock market crash. Have students determine the relationship between buying stocks and the eventual stock market crash. Have students research materials to determine the effect of the 1929 stock market crash on area residents and businesses, e.g., wealthy man becomes penniless; price and wages decreased; factories/businesses closed; widespread underemployment/hysteria; homes lost because of no wages; banks closed.	Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County. A History of Louisville.
Have students discuss the causes of the flood of 1937. Have students determine other cities/states affected by the "flood." Have students find pictures showing "before" and "after" flood-related scenes. Have students discuss the following: a. damaged buildings and streets b. crippled industries c. sanitation problems d. disease e. people who are homeless f. agencies supported food shelters g. Civilian Conservation Corps (CCC) and Works Progress Administration (WPA).	

STRAND Louisville/Jefferson County History

LEARNING Disasters/Wars

VOCABULARY: stock market, flood, crash, economy, boat, damage, prohibition, homeless, disease, war, distillery, camps

OBJECTIVE	TASK ANALYSIS
	2. Discusses changes made to protect the city from flooding disasters.
Describes the effects of major wars on the local economy.	1. Have students list major wars (excluding Revolutionary War and the Civil War) e.g., World Wars I and II, Korean and Vietnam wars. 2. Lists effects of war on the Louisville area.

ACTIVITIES MATERIALS

Have students interview and make reports on persons who were in Louisville/Jefferson County during the 1937 flood.

Have students suggest ways in which Louisvillians altered their living arrangements due to the 1937 flood.

Let the class make site visits to areas where flood walls have been erected.

Have students discuss recent flooding disasters in local areas (1970s and 1980s).

Have students determine the ways the city has devised measures to protect itself from another possible flood.

Have students make a list of wars which have involved Louisvillians since the Civil War.

Have students determine the effect of wars on the local economy:

a. city became war industry center
b. Rubbertown developed
c. industry increased
d. Naval Ordnance plant built
e. population increased
f. Standiford Field built
g. economy boosted
h. military training site erected (Camp Taylor).

STRAND Louisville/Jefferson County History

LEARNING Disasters/Wars

VOCABULARY: stock market, flood, crash, economy, boat, damage, prohibition, homeless, disease, war, distillery, camps

OBJECTIVE	TASK ANALYSIS
	3. Describes how wars affected the personal economy of families.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss the rationing of gasoline, food, shoes, and price control; and hotels and restaurants during World War I.	See the strands "Kentucky History" (Vol. 1) and "World History" (Vol. 2) in ECE social studies guides.
Have students develop a chart to demonstrate the effects of the Korean conflict on the local economy.	
Have students describe how the Vietnam conflict affected the local economy.	
Have students determine services needed by families during war time periods, e.g., aid to dependent children, medical and community chest programs.	

STRAND Louisville/Jefferson County History

LEARNING Neighborhood Development

VOCABULARY: neighborhood, community, street, ethnic, heritage, contributions, history, boundary, development, cultural, architecture

OBJECTIVE	TASK ANALYSIS
Names various neighborhoods of Louisville/Jefferson County.	1. Discusses the concept of neighborhoods. 2. Lists names of Louisville/ Jefferson County neighborhoods.
Describes the history of selected neighborhoods, e.g., source of names, ethnic composition.	1. Discusses selected neighborhoods.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students give the name of the neighborhood in which they live. Have students locate on a map other area neighborhoods, e.g., a. Beechmont b. Butchertown c. Camp Taylor d. Cherokee Gardens e. Crescent Hill f. Fairdale g. Fern Creek h. Germantown i. Highland Park j. Highlands k. Indian Hills l. Jeffersontown m. Kenwood Village n. Newburg o. Oakdale p. Old Louisville q. Park DuValle r. Parkland s. Portland t. Russell u. Shively v. St. Matthews w. Strathmoor	Cullinane, John. Walking Thru Louisville. Louisville, KY: Data Courier, Inc., 1976.
Have students discuss how they think their neighborhoods were named. Contact persons from the Preservation Alliance or University of Louisville Archives to come to the classroom and discuss with the students histories of neighborhoods in Louisville and Jefferson County.	

STRAND Louisville/Jefferson County History

LEARNING Neighborhood Development

VOCABULARY: neighborhood, community, street, ethnic, heritage, contributions, history, boundary, development, cultural, architecture

OBJECTIVE	TASK ANALYSIS
	2. Discusses reasons for names of the selected neighborhoods.
	3. Discusses the ethnic origin of the selected neighborhoods.
Describes contributions of various ethnic/cultural groups to heritage of Louisville/Jefferson County.	1. Defines the terms contribution, culture, ethnic.
	2. Discusses selected ethnic cultural groups and their contributions.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students research the naming of neighborhoods by seeking information through the following sources: Preservation Alliance of Louisville and Jefferson County, neighborhood associations, Museum of Natural History and Science, University of Louisville Archives, Chamber of Commerce, Louisville Magazine, Louisville Free Public Library (Kentucky Room), Louisville Archives Department (601 W. Jefferson, 587-3508). (See information sheets at end of Section I.)	Old Louisville: The Victorian Era. Louisville, KY: Data Courier, Inc., 1976. Information Sheet, "Origin of Some Names and Places." Information Sheet, "Neighborhood Histories." Information Sheet, "The Russell Area."
Have students describe contributions to Louisville/Jefferson County heritage in terms of the following: a. literature b. arts c. food d. architecture (Row, shotgun, Georgian, Greek Revival, Italian Villa, Renaissance Revival, French) e. agriculture f. crafts g. words and expressions e.g., Indian words: chipmunk and woodchuck h. education.	

STRAND Louisville/Jefferson County History

LEARNING Recreational Events

VOCABULARY: recreation, sports, events, basketball, tennis, golf, soccer, exhibitions, festivals, Heritage Weekends, concerts, state fair, Kentucky Derby, parade, flea market

OBJECTIVE	TASK ANALYSIS
Identifies sports and major recreational events which make Louisville famous.	1. Lists major sports events.
	2. Lists major recreational events.

SUBJECT Social Studies

ACTIVITIES

Have students discuss experiences which they have had attending Louisville sports/recreational events.

Have students offer a list of major Louisville sports events, e.g.,

a. basketball
b. horse racing
c. baseball
d. tennis
e. soccer
f. wrestling

Have students use local newspapers to cite various recreational events available in the Louisville area, e.g.,

a. Derby and related events (parades, cookouts, foot races)
b. Heritage weekends
c. Parades
d. Art festivals
e. Neighborhood festivals
f. Kentucky State Fair
g. Home and Garden Show
h. Antique and flea markets
i. Car show
j. Boat shows
k. Concerts
l. Theater
m. Metro Parks activities
n. Kentucky Center for the Arts activities
o. Dog shows
p. Arabian horse shows

Have students research events which take place during pre-Derby and Derby weekends. Have students develop floats (small scale models to coincide with the year's theme for the Derby Day parade. Have personnel from school judge the student floats.

MATERIALS

Local newspapers (daily and weekly editions)

Resources from Louisville Chamber of Commerce

STRAND Louisville/Jefferson County History

LEARNING Recreational Events

VOCABULARY: recreation, sports, events, basketball, tennis, golf, soccer, exhibitions, festivals, heritage weekends, concerts, state fair, Kentucky Derby, parade, flea market

OBJECTIVE	TASK ANALYSIS
	3. Lists major farming events.
Discusses the importance of horse racing in Louisville/Jefferson County.	1. Discusses breeds of horses found in the Louisville area. 2. Lists the influence of horse racing in Louisville/Jefferson County.
Describes impact of major recreational events on Louisville's business community.	1. Discusses how family finances are allocated to include recreational events.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students determine the effect of the recreational events on the Louisville area populace and its economy. Have students discuss the purpose of the Kentucky State Fair. Have students research its history. Have students determine the purpose of farm machinery exhibitions and cattle show during the State Fair.	
Have students make a chart showing the types of breeds of horses found locally, e.g., a. Standardbreds b. Thoroughbreds c. Arabian Have students list the benefits of the horse industry to Louisville/ Jefferson County, e.g., increased revenue, providing recreational activity and jobs.	
Discuss with the students the ways in which their lives are influenced by recreational events in the Louisville area, e.g., budgeting finances to pay for events as well as transportation to and from and arranging schedules to allot time to attend.	

STRAND Louisville/Jefferson County History

LEARNING Recreational Events

VOCABULARY: recreation, sports, events, basketball, tennis, golf, soccer, exhibitions, festivals, heritage weekends, concerts, state fair, Kentucky Derby, parade, flea market

OBJECTIVE	TASK ANALYSIS
	2. Lists the effects of major recreational events on the Louisville economy.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss how major, local recreational events influence/affect the following:	Visitor's Bureau (Louisville) for pamphlets and other materials
a. restaurants	
b. hotels/motels	
c. department stores	
d. specialty stores	
e. transportation service (1) airlines (2) buses (3) cars (4) limousine service	
f. liquor stores	
g. feed and grain distributors	
h. employment	
i. grocery stores	
j. recreational facilities	
k. museums	
l. Kentucky Fair and Exposition Center	
m. gasoline stations	
n. private vendors	
o. preparation of speciality foods, e.g., Derby Pie, country hams (See information at end of Section I on Derby Pie and recipe for a similar pie.)	Information Sheet, "Kern's Derby® Pie."
p. Catering services	
q. home cleaning services	

STRAND Louisville/Jefferson County History

LEARNING Sites of Special Interest

VOCABULARY: community, site, historic homes, zoological gardens, library, metropolitan parks, preservation, landmark

OBJECTIVE	TASK ANALYSIS
Locates significant community sites on a city/county map.	1. Lists important community sites.
	2. Uses local city/county maps to locate community sites.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Arrange for class visits to significant community sites, e.g., a. 7th and Main--Fort Nelson b. Belvedere c. Cave Hill Cemetery d. Historical homes e. Louisville Free Public libraries f. Churchill Downs g. Bakery Square h. Main Street i. Metropolitan Parks j. Louisville Zoological Gardens k. Speed Museum l. Kentucky Derby Museum m. Humana Building	Pamphlets available from the following: Louisville Historic Bureau, Louisville Chamber of Commerce, and Jefferson County Office of Historic Preservation and Archives
Have students give reports on historic homes, e.g., David Farnsley, Hamilton Howe, Youngland or Clover Hill, Seebolt-Wilhoit-Pendergrass House, Brennan House, Farmington, Locust Grove, Hampton House. (See information sheet following Section I.)	Information Sheet, "Louisville/ Jefferson County Historic Homes/ Sites."
Have personnel from the Jefferson County Office of Historic Preservation visit with the class to show slides and discuss historic homes of Jefferson County.	
Let students use local city/county maps to pinpoint location of parks and historic homes in the Louisville area.	

STRAND Louisville/Jefferson County History

LEARNING Sites of Special Interest

VOCABULARY: community, site, historic homes, zoological gardens, library, metropolitan parks, preservation, landmark

OBJECTIVE	TASK ANALYSIS
Describes sites significant to Louisville's/Jefferson County's history.	1. Lists sites important to Louisville's/Jefferson County's history.
	2. Discusses the significance of sites to the understanding of the history of Louisville.
	3. Lists reasons for preserving landmarks.
	4. Discusses reasons for preserving old buildings/landmarks.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students brainstorm to determine sites in the city/county which have historic significance. Have students make a list of the sites, e.g., a. Union Station b. Cabbage Patch c. Courier-Journal and Louisville Times Building d. Butchertown e. Ohio River Locks and Dam f. Filson Club g. Churches h. Stuart Winner Building--former Mary D. Hill school (Site was first built as a school for Afro-American students.) i. Brennan House j. Brown and Seelbach Hotels	
Have students discuss the importance of Rembrandt's "Portrait of a Woman" (purchased in 1977 for 1.2 million, work dated 1634) and "Mile Pogany" by Romanian sculptor Constantin Brancusi [worth more than one million dollars]--both at the Speed Museum).	Jefferson County, Kentucky, Guide to Selected Historic Sites (a free booklet): includes photos and information on 44 of the county's 686 historic sites. Jefferson County Office of Historic Preservation and Archives.
Have students write stories in which they tell why a particular landmark site would be significant to them if they lived during the period of time in which the landmark was built or established.	

STRAND Louisville/Jefferson County History

LEARNING Sites of Special Interest

VOCABULARY: community, site, historic homes, zoological gardens, library, metropolitan parks, preservation, landmark

OBJECTIVE	TASK ANALYSIS
Discusses reasons for preserving old buildings/landmarks.	1. Lists reasons for preserving landmarks.
	2. Discusses funding for landmark sites.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students speculate on reasons for preserving landmarks, e.g., a. heritage b. aesthetic value c. personal appreciation/enjoyment d. laws which prohibit demolition of historic buildings.	Gill, Kay, and Northern, Mary Lou. The Brown Hotel and Louisville's Magic Corner. Louisville, KY: Hamilton Printing, Inc., 1984.
Let the class make site visits to look at buildings. Use information at end of Section I on how to read a building.	Information Sheet, "Read-A-Building."
See Preservation Alliance materials at end of Section I.	Information Sheet, "Preservation Alliance of Louisville and Jefferson County, Inc."
Contact personnel from Preservation Alliance to discuss with students how homes are placed on the National Register and how funding is made available to restore historically valuable property.	
Review information on the Filson Club at end of Section I.	Information Sheet, "The Filson Club."

STRAND Louisville/Jefferson County History

LEARNING Famous People

VOCABULARY: famous, local, national, contribution, character, personality, circumstances, education, determination, invention, craft, popularity

OBJECTIVE	TASK ANALYSIS
Lists contributions of famous, local persons (1780-1880).	1. Discusses local, famous persons in the period 1780-1880.
	2. Determines how contributions became well known with the benefit of mass media.

SUBJECT Social Studies

ACTIVITIES

Have students prepare individual reports on Kentucky's famous historical persons (1780-1882) assigned by teacher, e.g.,

a. George Rogers Clark--explorer
b. Zachary Taylor--President
c. Speed Family--residents of Farmington
d. Sir John Campbell--early settler
e. Richard Chenoweth--architect for first fort
f. Henry Watterson--journalist Courier-Journal; Watterson Expressway named for him
g. J. J. Audubon--naturalist
h. York--George Rogers Clark's slave
i. Daniel and Rebecca Boone--first settlers
j. Reuben Thomas Durrett--founded The Filson Club
k. Elijah P. Marrs--ex-slave of Shelby County, founded Simmons Bible College, wrote biography of early life
l. Jim Porter--Kentucky's giant (weighed 300 lbs, 7' 9" tall) from Portland area
m. Carrie Nation--temperance crusader

Have students present oral reports.

Have students determine how the deeds of Louisville area famous people became known without the benefit of mass media (radio, television, satellites, video tapes, international teletype services), e.g., through word of mouth, legends, photos, books, regional newspapers, family histories, personal biographies, courthouse records, legal documents, historians.

MATERIALS

Travels Through Kentucky, Louisville, KY: Data Courier, Inc., Courier-Journal, Louisville Times, 1976.

STRAND Louisville/Jefferson County History

LEARNING Famous People

VOCABULARY: famous, local, national, contribution, character, personality, circumstances, education, determination invention, craft, popularity

OBJECTIVE	TASK ANALYSIS
Discusses contributions of famous, local persons (1880 to present).	1. Discusses famous persons (1880 to present).
	2. Develops biographical sheets on famous area personages.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students prepare a poster board outlining achievements of local, famous people (1880 to present), e.g., a. Harvey Sloan, Louisville mayor through 1985 b. Muhammad Ali, world famous heavyweight boxer c. Barry Bingham, Sr., radio, TV, and newspaper owner d. Dan C. Byck, department store owner e. Darrell Griffith, basketball player g. Diane Sawyer and Monica Kaufman, TV luminaries h. Denny Crum, U of L basketball coach i. Martha Layne Collins, first female governor j. Helen Humes, jazz singer k. Martha Nelson Thomas l. E. P. "Tom" Sawyer, politician m. Lyman T. Johnson, civil rights leader n. Alice Hegan Rice, author of Mrs. Wiggs of the Cabbage Patch o. Patty Smith Hill and Mildred Smith (1893) writers of the "Happy Birthday Song"	Information Sheet, "Louisville/ Jefferson County and Kentucky's Famous Persons."
Have students speculate on how they personally might make contributions to the history of Louisville.	
Have students research information on selected persons. Have students write/tape biographical information. (See information sheets at end of Section I.)	Information Sheets: Martha Nelson Thomas, Dyer Johnson's House, A Champion of Dignity.

STRAND Louisville/Jefferson County History

LEARNING Famous People

VOCABULARY: famous, local, national, contribution, character, personality, circumstances, education, determination invention, craft, popularity

OBJECTIVE	TASK ANALYSIS
Analyzes the personal traits/ characteristics which made selected persons famous in Louisville/ Jefferson County history.	1. Lists personal traits/ characteristics of famous Louisville/Jefferson County persons.
	2. Discuss success vs. failure as factors in being famous or not.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Discuss with students the traits/characteristics which influenced the contributions made by famous local people, e.g., a. determination b. charisma c. wealth d. "right place at the right time" e. intelligence f. ambition Have students determine whether success alone leads to fame. Have students determine the role of failure in a famed person's career. Have students discuss whether Muhammad Ali would have still been famous if he had lost his championship bout.	

STRAND Louisville/Jefferson County History

LEARNING Louisville in Transition

VOCABULARY: construction projects, renovation, service, medical, industrial, commercial

OBJECTIVE	TASK ANALYSIS
Describes the significance of major current construction projects taking place in Louisville/Jefferson County.	1. Lists major construction projects.
	2. Discusses the significance of the major construction projects.

SUBJECT Social Studies

ACTIVITIES

Have students list major construction/renovation projects during the 1983-85 year spans, e.g.,

a. Galleria (1983)
b. renovation of Louisville homes and businesses
c. Kentucky Center for the Arts (1983)
d. Shipping Port Square (1983)
e. scattered site housing (1984) Phoenix Hill area
f. housing construction
g. U of L
h. Brown Hotel restoration (1984)
i. Louisville jail (1983)
j. Freedom Hall (1984)
k. Humana building (1985)
l. Galt House expansion (1984)
m. Theatre Square

Discuss with students the effects of major construction projects on Louisville, e.g.,

a. jobs
b. preservation
c. revenue
d. tourism
e. housing

MATERIALS

Kassabaum, Douglas. Good Old Houses, Neighborhood. Ann Arbor, MI: Educational Designs, Inc., 1981. (A book of historic houses to color and cut out; write to 1310 Hill Street 48104)

Gillon, Edmund V. Cut and Assemble Victorian Houses. New York: Dover Publications, 1979.

STRAND Louisville/Jefferson County History

LEARNING Louisville in Transition

VOCABULARY: service-oriented jobs, industry, "quality of life," manufacturing, retail, wholesale, marketing, utilities, real estate, insurance, banking

OBJECTIVE	TASK ANALYSIS
Discusses Louisville's gradual transition from an industrial to a service-oriented community.	1. Describes how the decline of industry has affected Louisville's economy.
	2. Lists reasons for service-oriented job increases.
Discusses the characteristics of Louisville/Jefferson County which define the area's quality of life for its inhabitants: jobs, cultural events, education, water/air.	1. Lists characteristics which define Louisville's quality of life.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss the effects of the decline of industry in Louisville, e.g., a. widespread unemployment b. decline in revenue c. foreclosures/bankruptcy d. increase of certain kinds of crime e. closing of schools f. declining population g. street people	
Have students determine kinds of businesses in the Louisville/ Jefferson County area. (See information sheet at end of Section I for reference information.)	Information Sheet, "Louisville's Businesses."
Have students prepare a chart showing reasons for growth of service-oriented jobs, e.g., a. growth in medical facilities b. geographic location c. two-income families (more expendable income) d. working mothers (child care)	
Have students to discuss the national focus (1984) on Louisville as result of mechanical and human heart transplants.	
Discuss with the students the factors influencing lifestyles, e.g., a. employment b. medical facilities c. air pollution d. water pollution e. entertainment f. education	

STRAND Louisville/Jefferson County History

LEARNING Louisville in Transition

VOCABULARY: service-oriented jobs, industry, "quality of life," manufacturing, retail, wholesale, marketing, utilities, real estate, insurance, banking

OBJECTIVE	TASK ANALYSIS
	2. Discusses Louisville's "quality of life."

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Discuss with students the "quality of life" found in Louisville in terms of a. attracting new residents b. attracting new businesses c. maintaining present residents/ businesses.	
Discuss with the students considerations local government officials must make in order to attract businesses to the Louisville area, e.g., tax incentives for new businesses, good educational system, low crime rates.	
Have a local alderman visit the classroom to discuss what officials are doing to attract new businesses to the community.	

STRAND Louisville/Jefferson County History

LEARNING Cultural Arts

VOCABULARY: museum, gallery, art, library, artifacts, collection, exhibits, history, steamboat, railroad, mummy, science

OBJECTIVE	TASK ANALYSIS
Identifies local museums, art galleries, libraries and their varying purposes.	1. Lists museums, art galleries, and libraries.
	2. Discusses the purpose of institutions such as art galleries and museums in Louisville.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students look through the telephone directory and the Greater Louisville Yellow Pages to locate some local museums, e.g., a. Howard Steamboat Museum b. Kentucky Railway Museum c. Louisville Presbyterian Theological Seminary d. Portland Museum e. Southern Baptist Theological Seminary f. Speed Museum--collection of medieval and Renaissance art, contemporary paintings g. Museum of History and Science--exhibits from ancient times to future h. American Saddle Horse Museum--history and evolution of the horse i. Bellarmine Gallery--exhibits of Kentucky artists j. Kentucky Derby Museum--history of Derby k. Eisenberg Museum of Egyptian and near Eastern Antiquities (S. Baptist Seminary) l. Filson Club--history of Kentucky m. Kentucky Railway Museum--history of railroads n. Liberty Gallery--exhibits of contemporary artists o. WHAS gallery--one-person shows p. Martha White Gallery q. Cornwell-deMattos Gallery--artifacts and artworks of primitive peoples, African, Indian r. World Boxing Hall of Fame Museum	Telephone directory

STRAND Louisville/Jefferson County History

LEARNING Cultural Arts

VOCABULARY: museum, gallery, art, library, artifacts, collection, exhibits, history, steamboat, railroad, mummy, science

OBJECTIVE	TASK ANALYSIS
Discusses the metropolitan area's major cultural activities.	1. Lists sites of major cultural activities.
	2. Discusses other cultural activities which take place at selected sites.
Discusses the significance of cultural arts activities and cultural centers.	1. Lists the significance of cultural arts activities and cultural centers to Louisville.
	2. Describes contributions to the Louisville area's national recognition/reputation made by cultural arts activities and cultural centers.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Use telephone directories and Louisville maps and have students locate the sites for major cultural events, e.g., a. Iroquois Amphitheatre b. Macauley Theatre c. Kentucky Opera Association d. Louisville Bach Society e. Louisville Ballet f. Louisville Orchestra g. Shakespeare in the Park h. Actors Theatre i. Youth Performing Arts School j. Kentucky Center for the Arts k. Belvedere l. Memorial Auditorium m. Speed Museum Arrange an on-site visit to one of Louisville's major cultural centers/ activities.	Telephone directory City/county maps
Have students discuss activities such as rock concerts, traveling theatrical shows, Louisville Defender Expo, and where these events occur. Elicit from students the significance of cultural art activities and cultural centers, e.g., a. preserves history b. entertains c. connects past with present. Discuss with the students the national reputation and international recognition which come to Louisville via its art activities and cultural centers.	

STRAND Louisville/Jefferson County History

LEARNING Religious Denominations

VOCABULARY: denominations, churches, religious, charity, schools, medical, child care, civil rights, parochial, desegregation, laws, private

OBJECTIVE	TASK ANALYSIS
Names religious denominations in Louisville/Jefferson County.	1. Defines denomination. 2. Lists religious denominations in Louisville/Jefferson County.
Discusses the history of selected local church buildings.	1. Discusses the history of selected local churches.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students look in the telephone directory to find the names of different religious denominations in our city/county, e.g., a. Amish b. Assemblies of God c. Baptist d. Catholic e. Christian f. Christian Scientist g. Church of Christ h. Church of God i. Church of Jesus Christ of the Latter Day Saints j. Disciples of Christ k. Episcopal l. Evangelical m. Jehovah's Witnesses n. Jewish (Orthodox) o. Lutheran p. Mennonite q. Methodist r. Presbyterian s. Seventh Day Adventist t. Unitarian	Louisville and the Ohio River. Louisville in Kentucky. Early Days in Louisville. Louisville telephone directory
Have students research the history of selected churches (their own included), e.g., a. 1784 Beargrass Christian Church b. 1789 Pennsylvania Run Church c. 1797 Long Run Baptist Church d. 1811 St. Louis Catholic e. 1830 Second Presbyterian Church f. 1832 First Unitarian g. 1837 Disciples of Christ h. 1838 Quinn Chapel Methodist i. 1842 Green Street Baptist j. 1849 Cathedral of the Assumption k. 1849 Adath of Israel	Church histories from Louisville Free Public Library--Kentucky Room Materials from the Filson Club Information Sheet, "Christ Church Cathedral."

STRAND Louisville/Jefferson County History

LEARNING Religious Denominations

VOCABULARY: history, education, private, parochial, civil rights, religious denominations, medical services, church, personal care services

OBJECTIVE	TASK ANALYSIS
Discusses the influence of religious denominations on the development of Louisville/Jefferson County, e.g., civil rights, education, medical services.	1. Discusses the influence of religious denominations on the development of education in Louisville/Jefferson County.
	2. Discusses influence of religious denominations on the civil rights movement in Louisville/Jefferson County.

COURSE Social Studies

ACTIVITIES	MATERIALS
Let the class make a site visit to Christ Church Cathedral (421 Second Street)--the oldest Episcopal church in Louisville. (See brief history of this church at end of Section I.)	Fact Sheet, "Christ Church Cathedral."
Have students discuss the architectural building characteristics of selected religious denominations; have students determine factors which determined architectural characteristics, e.g., a. tradition b. money c. religious dioceses d. multi-purpose of building e. land	
Have students discuss the influence of churches, e.g., a. education for students prior to public education enactments b. establishment of parochial schools c. establishment of private schools for black students	
Have students discuss the part religious denominations played in the civil rights movement locally, e.g., a. open housing laws b. desegregation laws	

STRAND Louisville/Jefferson County History

LEARNING Religious Denominations

VOCABULARY: history, education, private, parochial, civil rights, religious denominations, medical services, church, personal care services

OBJECTIVE	TASK ANALYSIS
	3. Discusses influence of religious denominations on the development of medical services in Louisville/Jefferson County.
	4. Discusses the influence of religious denominations on the development of personal care services in Louisville/Jefferson County.
Explores reasons for variations in architectural features/interior decorations of church buildings.	1. Describes physical features of various church buildings. 2. Determines reasons for churches' architectual differences.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students use the telephone directory to locate hospitals in the Louisville area which are denominationally influenced, e.g., a. Methodist b. Jewish c. Baptist d. Catholic Arrange classroom visits for personnel from local children's homes (e.g., Spring Meadows, Bellewood, St. Joseph's Children's Home) to discuss facilities. Discuss with students the various ways in which religious denominations affected personal care services locally, e.g., a. care for sick children (Children's Hospital) b. care for orphans c. care for mentally ill (Our Lady of Peace) d. care for the elderly.	
Have students determine the architectural building characteristics of various churches.	

MCGINTY CLOTH

When the first settlers moved to Fort Harrod (Harrodsburg, Kentucky), cloth for making clothing could not be easily acquired. The soil of the area and the weather were not suited for the growth of cotton nor could cotton be acquired from nearby states. If sheep were raised their lives were often short-lived because of the roving timber wolves.

Clothing worn generally was repaired over and over again or different items were made from clothing which could not be mended.

Ann McGinty, a Harrodsburg resident, devised a way to make thread out of nettle lint and buffalo wool. This ingenious discovery made it possible to make cloth from items which were plentiful and easily found in the area. The cloth made was called "McGinty cloth." Women traveled miles to Ann's cabin to learn the new method of spinning and weaving to make the much needed cloth.

Kentucky historians have also credited Ann and her husband for bringing the first hogs, ducks, and spinning wheel to Kentucky. And Ann was said to be the first woman to make butter in Kentucky.

LOUISVILLE PIONEER HOMES[1]

During early Louisville/Jefferson County history, most of the homes built for individual families were log cabins, and their architectural design consisted of four walls and a roof. (Trees were readily available.) Mud was used as a cement to seal the cracks which existed when the notched logs were placed one on top of the other. Crude window frames were made by cutting holes through the walls. Windows were made from animal hide and paper soaked in fat which gave the effect of glass. All of the work was done with the use of handmade tools. Generally, log cabins had only one large room, but sometimes a loft was built above the room. All family activities took place in this one room.

Every log cabin had a fireplace. It was the center of all family activity. The fireplace provided heat as well as light. The fire was never allowed to go out. Matches were not available; therefore, if the flame ceased, hot coals would have to be gotten from a neighbor (often miles away), or a fire would have to be started by using flint rocks.

All meals were cooked in the fireplace. Stews, soups, greens, meat, and breads were prepared using large cast-iron kettles, skillets, and pots. Popcorn was also prepared at the fireplace.

In the evenings family members gathered around the fireplace. The mother would sew (repairing or making additional needed items) while other family members did other forms of useful work.

Family gatherings were also a time for storytelling. Children never tired of hearing familiar stories. Family histories as well as folk or fairy tales were told. Few of the settlers could read, but, if they could, the Bible was the major book read.

When the fireside did not furnish enough light, especially during winter evenings, candles were lit. Candle making was a job of utmost importance and was a chore frequently completed by the women and children. If candles were not available, a piece of linsey-woolsey soaked in fat was used. This substitute worked as well as having a candle to light.

During the earlier pioneer time, little furniture was made for the cabin, and often family members slept sitting by the fire.

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[1] Adapted from Louisville in Kentucky. Junior High School Social Studies (Louisville, KY: Louisville Public Schools, 1950), available in JCPS Archives.

EARLY IMMIGRANTS TO LOUISVILLE, JEFFERSON COUNTY, AND KENTUCKY[1]

Irish Immigrants

In 1779 it was reported that the first colony reaching the Falls of the Ohio was composed of persons who were of Irish descent. By 1805 there were thirty-three Irish births in Louisville.

In 1840 there were about 1,000 Irish immigrants living in Louisville. They were Catholic by faith, skilled, hard working and, for the most part, poor. Some had come during the 1700s because of persecution by the Anglican Catholics in England. During the 1840s others had come as the result of trying to escape economic or political strife in their homeland. They looked to America for a new freedom.

By 1850 the Irish population increased in the Jefferson County area because of the Emerald Isle Potato Famine. (Ireland is often called Emerald Isle because of its misty green, rolling countryside land. This countryside is mountainous and overlooks scenic lakes and small offshore islands.)

During the early 1800s the population of Ireland grew rapidly. Half of this population lived on rented or leased estate lands or small farms. Income produced was used to pay rent and purchase necessities. There was little money left. Poverty was a way of life. Potatoes were easily grown and were the major staple food. Disaster struck Ireland during the period of 1845 to 1847 when potato crops were ruined by a plant disease. Because potatoes and other food sources were not available to the poor, thousands (750,000) of people died from starvation.* Ireland, which at that time was part of the British government, received little financial help during this time of crisis.

Thousands of the Irish emigrated from their homeland by ships to countries such as Canada and the United States. Emigration continued after the famine because of job shortages, political strife with Great Britain, and other problems.

The Irish immigrant arrived in Louisville by steamer, having come from New Orleans by river. This mode of transportation was traumatic to many and, often, some passengers died before arriving in Louisville.

*There is no accurate figure on the numbers of person who perished. Some estimates go as high as two (2) million. The population of Ireland fell from eight (8) million to four and a half (4.5) million between 1841 and 1851 due to death and emigration.

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[1] George H. Yater, ed. Adapted from Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County. Louisville, KY: Heritage Corporation of Louisville and Jefferson County, 1979. Used with permission.

Many of the potato famine Irish, some 3,000 of them, after arriving in America, came to Louisville and settled around 10th Street and westward, Floyd Street and eastward through Butchertown and in the areas now known as Limerick. This new group of Irish were almost penniless and came to the city (Louisville) to acquire any kind of unskilled work which could be had. In some instances, they competed with the free blacks for jobs which caused strained relations between the two groups.

By 1850 the Irish population in Louisville was 3,105. The reception of Irish immigrants to Louisville during the early 1850s was not positive. Nationwide there was a spirit of "nativism." Anti-Catholic and anti-foreign fear and prejudice rose with the rise of Irish (and German) immigration. Political parties, in particular the "Know Nothing" Party, added to the populace's fear by implying that the increased Catholic growth could lead to control of the United States by the Pope and other Catholic officials.

The election of August 5, 1855 ("Bloody Monday") exemplified anti-Catholic and anti-foreign feelings. Riots broke out with "Know Nothing" mobs roving throughout the city of Louisville destroying Irish and German homes and businesses and injuring and killing members of these groups of people. At least twenty-three people were killed, two-thirds of this number were either Irish or German.

Ironically, in 1863 the Irish and German (approximately 34% of the population) elected Philip Tomppert, a German, as mayor of the city. Many "native" Americans also voted for him. He won the election with a big majority. (For a detailed account of Bloody Monday, read pages 67-70 of Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County by George Yater.)

Other points concerning the Irish influence on Kentucky's history include the following:

> James McBride, it has been reported, was the first white man to come to the Kentucky area and record his observations. He came to this state with friends and landed at the mouth of the Kentucky River. He carved the first letters of his name, the date, and year on three trees. After his trip to Kentucky, he returned to Ireland. In 1767 John Finley explored the same area and told Daniel Boone about the beauty of the land he saw.
>
> General Simmon Kenton was an Irishman. Kenton County was named after him.
>
> Fincastle (name of a place in Scotland) County, founded in 1772, later became most of Kentucky. (Kentucky County replaced Fincastle County in 1779.) Numerous counties of the state are named after Irish persons who have had an impact on the history, growth, and prosperity of Kentucky. These include: Logan, McCreary, Casey, Rowan, Campbell, Butler, Boyle, Breckinridge, Daviess, Hart, Meade, and Menifee.

Many of the named persons were Scotch-Irish. Examples would be Campbell and Fincastle. The bulk of the frontiersmen were Scotch-Irish and of Presbyterian faith originally. Even before settlement, many Scotch-Irish were out in places like Kentucky, Tennessee, and Georgia trading goods to the Indians for furs. Some became quite well-to-do. Many early accounts speak of the Scotch-Irish simply as Irish because the "real" Irish had not come to the country yet.

The Irish built railways, carved canals, and mined coal throughout Kentucky.

The historic home, the Brennan House, in Louisville was built for the Brennans of Louisville who were Irish.

References:

"Irish Played Important Part in the State's History." R. S. Cotterill, Assistant Professor of History, University of Louisville, Louisville Herald, October 15, 1922, Kentucky Division, Louisville Free Public Library, Main Branch.

Yater, George. Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County, 1979.

German Immigrants

One of the Corn Island settlers by the name of Andrew Kimbley was reputedly a native of Holland.

Those of German and Scotch-Irish backgrounds, coming from Fort Pitt, helped to draw up the plans for Louisville.

Pennsylvania Germans moved to and founded an area of Jefferson County called "Low Dutch Station" in 1780. It is now the Taylorsville Road area. Germans living in the area were farmers.

Jeffersontown was originally called Brunerstown for Abraham Bruner, a Pennsylvania German immigrant who founded it in 1792.

Early Germans of the Louisville area were Protestant. The religious faith of the later and larger number of Germans moving to the area was Catholic.

In 1819 the Germans established the first Lutheran Church in Jefferson County. In 1850 a Lutheran Church was built by the Germans in the city of Louisville.

There were more German immigrants than Irish in the Louisville area. By the year 1850 there were over 5,000 Germans in the Louisville area.

St. Boniface, established as the city's second Catholic Church, was built by German residents.

In 1841 the newspaper Volksbuhne was established by area Germans.

The Seelbach family of early Louisville were German immigrants.

Germans lived in the Butchertown and Portland areas.

Germans came to the Louisville area as the result of economic/political problems in their homeland. The first groups which came arrived in the United States after difficult ocean voyages. They came to Louisville by steamer from New Orleans.

Lack of money forced many of the immigrants to take only deck passage. This meant that they cooked their own food and lived throughout their voyage on the deck of a river steamer. Many died before reaching Louisville because of exposure to harsh weather, starvation, or disease sometimes contracted in New Orleans.

Louisville also had a group of Germans who came because of failed revolutions which occurred in their country. They were well educated, politically oriented, and had been leaders of the revolution in Germany. They formed a political group called Bund Freier Manner (League of Free Men) and were politically active. Their political platform in 1854 included the following:

- freedom of slaves
- rights of women
- abolishing the death penalty
- direct election of the president/senators by voters
- minimum wage
- other issues.

Louisville was the League of Free Men's national headquarters for a while. They were viewed as being too radical and dangerous by most Americans at this time (including the Louisville populace).

German immigrants experienced the same anti-foreign, anti-Catholic prejudice as did the Irish as their numbers increased in Louisville (and America).

The election of 1855 "Bloody Monday" was a time in which German residents of the city were victimized by "Know Nothing" Party mobs. (See Two Hundred Years at the Falls of the Ohio: A History of Louisville and Jefferson County.)

French, Dutch

Huguenots came to the Colonies much earlier (early 1700s); but some of their descendants came to Kentucky and Louisville, e.g., the Trabues.

French traders and refugees from the French revolution were welcomed to the city of Louisville because of the earlier relationship of the French government and the Colonies during the Revolutionary War with England. Names of cities and counties of the state of Kentucky are traceable to French influence, e.g., Versailles, Fayette, Paris, Bourbon.

Early French immigrants settled at Shippingport and in Portland of the Louisville area.

The statue of Louisville's namesake, King Louis XVI, stands in front of the Jefferson County Courthouse. The statue, constructed in 1816, was given to Louisville in 1966 by Montpelier, Louisville's sister city in France.

Many Dutch immigrants settled in Mercer County, Kentucky. Names such as Van Arsdale, Van Fleet, Van Dyke were (and still are) common.

MAIN STREET 1800-1900[1]

Louisville, the city, was born from the first log homes built by the settlers along Main Street. Fort Nelson, constructed in 1782, was built to provide defense for the settlers.

In the early 1800s prosperity came to Louisville because of steamboats coming to docks along the Main Street area. These vessels transported valuable cargo as well as travelers up and down the Ohio River. A thriving river industry increased the need for warehouses, hotels, saloons, banks, and bakeries. Construction of these facilities along Main Street made Louisville a bustling port city.

Shops lined the street (Main), offering the latest in fine hats, caps, combs and shoes, the sweetest of confections, the most durable stoves and tin ware, and an extensive assortment of other goods:[1] Main Street was also a residential area where people lived. Main Street was not paved as it is today but initially was dirt (mud) until 1813 at which time pavement was applied in a section from Third to Sixth Streets. Transportation was provided by carriages, wagons, and horseback. When it rained, navigation became a serious problem because of the mud created from the unpaved streets and the lack of a sewer system for draining off the water. To add to the problems, livestock were allowed to roam the area freely, make street crossing difficult and dangerous for pedestrians. Also feces left by animals attracted flies and rodents which created potential health-related problems.

Because structures during Main Street's early years were built of logs or wood, fires often destroyed many buildings (business as well as residential). Flooding also posed a continuous problem. As the result of major fires, floods, and a tornado (1890), destroyed structures were rebuilt using brick and stone. With new technical advances, cast iron, plate glass, steel, and concrete were also used in new construction. The newer buildings were built taller for business use with fewer structures for residential purpose.

Pavement came to Main Street by the middle of the 1880s. Trolley transportation for the most part replaced the use of carriages and wagons.

The older buildings still in existence on Main Street today were built in the late 1800s. At that time the architectural design was Victorian because this was the era in which the brick structures were erected; this Victorian era influenced the decorative facades and intricate carving seen on the buildings. Warehouses today do not have the visual appeal as those of the Main Street 1880s warehouses.

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[1] Adapted from Louisville's Magical Main Street. (Louisville: Preservation Alliance Inc., 1977), o.p. Used with permission.

During the late 1880s and early 1900s the growth of Louisville continued to move farther away from Main Street. Several factors contributed to this including the decline of the riverfront industry and the rise of railroad services; diversification of businesses; continued fires and floods along Main Street; the rise of business and housing along Prather (Broadway) Street; building of educational institutions away from Main Street; and expansion of residential growth to rural areas.

Main Street for a while seemed an abandoned area, but in recent years much attention has been focused on the rebirth of the riverfront including Main Street. New buildings are being erected and older ones, remanents of Main Street's past glory, have been and are being revitalized. The hustle and bustle of past years is now being experienced by Main Street.

COLLEGE ESTABLISHED FOR THE EDUCATION OF LOUISVILLE'S AFRO-AMERICANS

A BRIEF HISTORY OF LOUISVILLE MUNICIPAL COLLEGE[1]

In 1920, Louisville voters disapproved a $1,000,000 bond issue for the University of Louisville, then an all-white institution. Many commentators claimed that the issue failed because of a lack of black support. [Black citizens were being asked to vote on the building of an institution which would exclude their participation.] When the bond issue reappeared on the 1924 ballot, University of Louisville officials had secured the backing of enough black voters to assure its passage by promising to set aside a portion of the money for black higher education in the city. [Blacks seeking higher education had to attend Kentucky State College or out-of-state colleges/ universities for black enrollment.]

For a decade this promise remained unfulfilled, but in 1931 the Louisville Municipal College (LMC) finally opened offering undergraduate courses leading to B.A. and B.S. degrees. LMC was located at Seventh and Kentucky Streets, a site purchased from Simmons University [another all-black school] in 1930. The LMC deans reported directly to the president of the University of Louisville, as did deans of other U of L schools. The College of Arts and Sciences, the School of Medicine, the School of Law, and other academic units remained segregated, however. Blacks seeking medical or legal education, for example, could not pursue their goals at the University of Louisville.

The Louisville Municipal College had a black administration and faculty, unlike some schools which were run by whites for black students. Most LMC students were Louisville residents.

Three men served as LMC deans: Rufus E. Clement (1921-1937), later president of Atlanta University; David A. Lane (1937-1942), under whose administration the official name of the school was changed from the "Louisville Municipal College for Negroes" to the "Louisville Municipal College of the University of Louisville"; and Bertram W. Doyle (1942-1950), author of a well-known study entitled *The Etiquette of Race Relations in the South* (1937). Full professors at the Louisville Municipal College included Henry S. Wilson, chemistry; George D. Wilson, education; Charles Henry Parrish, Jr., sociology; and William Milton Bright, biology. A 1946 Courier-Journal article claimed that the school possessed "a well-rounded faculty made up of high-grade people with good educational background (and) a general student esprit de corps that better than matches . . . that of the University as a whole."

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[1] from Dwayne Cox, "A Brief History of Louisville Municipal College." University Archives and Records Center, University of Louisville (7-16-80). Used with permission.

World War II contributed to a growing assertiveness among American blacks. Following the war, several factors led to the closing of the Louisville Municipal College and the integration of all the University of Louisville's academic units in 1950 and 1951. The cost of running two separate liberal arts colleges was prohibitive, legal barriers to integrating, and many U of L deans felt that black students would be welcomed in their units. Regretfully, only Professor Parrish among the LMC faculty made the transition to the College of Arts and Sciences of the University of Louisville. Dr. Henry S. Wilson, Dr. George D. Wilson, and Dr. William Milton Bright, as well as other faculty members lost their positions with the closing of LMC. Dr. Henry S. Wilson continued his work in higher education at Bellarmine College, and Dr. George D. Wilson received a position at Kentucky State University in Frankfort, Kentucky.

After the closing of Municipal College, the buildings were purchased by several different organizations. One building was renovated to house Mary B. Talbert Elementary School (Louisville Public Schools) for Afro-American children. Another building was used by Metropolitan Park and Recreation as the Municipal Park facility. The grounds and the gym also were Municipal Park and Recreation areas. Another building was used by US Armed Services personnel for reserve training. As of 1985 the Metro Park Recreation Center was demolished, the gym is still standing, Mary B. Talbert is now a Jefferson County Public Schools' continuing education center for adults, and the third building houses the Manly Area Council.

SLAVERY IN LOUISVILLE[1]

Schools and Churches Organized by Slaves

During the antebellum period a number of churches for African-Americans were established primarily through the efforts of slaves of the Louisville area. Several of these churches eventually were able to support schools in which slaves and their children were taught the rudiments of reading and writing. These churches were allowed to develop by the white majority, specifically the slaveowners, because they could not deny the religious feeling and devotion of the slaves who were asking for churches. But there is no question that these churches represented more to their slave membership than just a place to worship.

Most church-going blacks (slave and free) in Louisville were Baptists, but a sizable number also attended the black branch of the Methodist church, the A.M.E. (African Methodist Episcopal) church. In both the Baptist and Methodist denominations, the first churches for blacks were initially organized as black branches of white churches and then later became independent congregations. What is now called the Fifth Street Baptist Church was the first black congregation in Louisville. It was organized in 1829 and was called First Colored Church. In the early 1840s the church members called the Rev. Henry Adams to be their minister. This well-educated, free black man stayed with that congregation for nearly 40 years, and it was during his ministry that the church opened the first school for slaves in the city. Other local black Baptist churches which were organized prior to the Civil War included York Street Baptist, Lampton Street Baptist, and Walnut Street African Baptist. [In these churches reading of the Bible was strongly encouraged. If a person could read scriptures, then other forms of written material could be mastered.]

The cause of black Methodism in Louisville received a shot in the arm when Bishop Paul Quinn of the A.M.E. church visited Southern Indiana in 1838. It's very likely that both Bethel A.M.E. Church (now called Quinn Chapel) and Asbury A.M.E. Chapel petitioned to become independent congregations after Bishop Quinn's visit. Although neither of these churches had a minister who stayed as long as Rev. Adams at the First Colored Church, Dr. Revels, the first minister at Bethel A.M.E., did stay long enough to organize a church school during the 1840s.

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[1] Mary L. O'Brien. Excerpts from Master's thesis, "Slavery in Louisville during the Antebellum Period: 1820-1860." Louisville, KY: University of Louisville, 1979. Used with permission.

In addition to these two separate black A.M.E. congregations, a number of white Methodist churches had large "colored sections" which gave Methodism a number of black adherents in Louisville. Those churches with large black memberships included the Colored Mission of the Fourth Street M.E. Church, the Eighth Street M.E. Church, the Twelfth Street Church, the Jackson Street Colored Church and the Centre Street Colored Church.

Records from the period which provide detailed information about the workings of these congregations are scant. However, antebellum church minutes from Fifth Street Baptist Church (First Colored Church) have survived, and a review of them indicates that the membership exercised considerable authority over all facets of the church. Decisions on church maintenance, finances, views on the importance of remaining independent, as well as disciplinary actions against members were all voted on by any church member who came to the semi-monthly church meetings which were held after Wednesday evening services. These semi-monthly voting sessions were a sort of "Americanizing" process for local blacks, particularly slaves who couldn't vote in the society in which they lived and who were relegated to the lowest rung of the social ladder by the institution of slavery. It should be clearly stated that all these black churches were completely independent and were managed entirely by their own congregations without the interference by whites.

In addition to the schools established by Rev. Adams at First Colored Church and by Dr. Revels at Bethel A.M.E., the black section of the Fourth Street M.E. Church invited William H. Gibson, a free-black educator from Baltimore, to open a school under their sponsorship. A trustee of this same church, Robert Lane, also ran a school for slaves at this time as did the Reverend Peter Booth. This brought the total number of schools for slaves in Louisville during this period to five. This is significant simply because schools for slaves were such a rarity throughout this period in all parts of the South.

Again, it must be emphasized that these churches and church schools were the result of black effort, time, and money. It is true, though, that the white hierarchy had to have given approval, even if only tacitly, in order for them to have stayed open. In addition, slaves who attended the schools could do so only with the written permission of their owners.

The network of schools and churches for blacks formed in this community was by its very existence a denial of and a rebellion against the local power structure which upheld the institution of slavery. Certainly, there is no question but that these religious and learning institutions effected an enormous change in the antebellum slave community by giving it an opportunity to learn, to be a part of a cohesive, positive community of the people like themselves and to chip away, bit by bit, at the figurative chains that bound them.

Hiring-Out System

One of the major changes that urbanization caused in the institution of slavery was the development of the "hiring-out" system. This was virtually unknown in planation slavery but had become a common characteristic of slavery in urban areas by the end of the 1850s.

In brief, the hiring out system developed because urban slave owners found that they could use their slave workforce more profitably by hiring slaves out to other people. Usually, hiring a slave out involved a contract between the owner and the potential hirer which stated the hiring price, the length of the hiring arrangement, a description of the work to be done, and some assurances to the owner, by the hirer, as to how the slave would be treated. [This system ignored an ordinance passed in 1809 which allowed for posing a fine against the owner and a beating for slaves if caught. A later law passed was much more stringent calling for imprisonment of the slaves as well as higher fines for the masters. These laws were never strictly enforced.]

However, such a process was obviously open-ended enough to allow for many variations. It wasn't uncommon for slave traders to keep a number of slaves on hand to hire out to local businesses and factories and to private citizens and to act as a broker in this capacity. [A number of businesses in Louisville such as Crutchfield and Company and William A. Richardson Bagging Factory owned and hired out slaves.] The hiring out system also allowed a number of slaves to hire their own time, a variation of the process that was technically illegal but nonetheless widespread. A slave who hired his own time made an arrangement with his owner, whether the owner lived in Louisville or not, whereby the slave agreed to pay the owner a certain sum per month or year and the owner would allow the slave to live on his own and to accept whatever job he wished. In some rare circumstances, an owner would allow slaves to hire their own time and keep all the proceeds themselves. This constituted an "unofficial" form of manumission that was often more desirable to the slave than outright emancipation. By law, formalized manumission required the newly freed slave to leave the state of Kentucky.

To be able to hire their own time was very desirable to most slaves because it offered them a much greater opportunity to live [spend time with their families] away from constant white supervision, in homes they selected (through rental) for themselves. In addition, such slaves got much more monetary benefit from their own labor than did their plantation counterparts, who worked unceasingly for nothing. [For the majority of slaves, a sense of freedom was greater than their monetary benefits because the largest portion of their earnings went to their owner. Generally they had barely enough money on which to live. A slave could earn $200.00 per year with $150.00 of this money being paid to his master.]

The type of work slaves were hired to do varied a great deal. Typically, though, women were hired to do domestic work and men were hired as laborers. However, there were opportunities for skilled slaves to hire on to steamboats or into hotels (both were plentiful in a river town like Louisville) as porters or waiters. These were positions which generally paid much better than domestic or laborer jobs. Most of the factories in the city utilized hired slaves as well as free white laborers as a cost-cutting device.

The hiring out system greatly lessened the constraints of bondage and could be considered a form of upgrading of slave labor. Certainly, in contemporary interviews with slaves and ex-slaves, it is evident that the hiring out system which existed in southern cities was one of the main lures the city held for plantation slaves. If one was mired in the intolerable institution of slavery, the hiring out system represented the best of a bad situation, although a taste of freedom must have oftentimes made the chains of slavery seem even heavier and more restrictive.

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ORIGIN OF SOME NAMES AND PLACES[1]

The origin of names and places in the Louisville area often evolved through a combination of sources:

folklore,
tradition,
corruption of spelling or pronunciation.

Examples:

Big Four Bridge--from Cleveland, Cincinnati, Chicago, and St. Louis Railway Company--the name represented the four railroad cities.

Okolona--once was called Lone Oak because of a large tree which stood near the center of the community. When the federal government built a post office, the name changed because another town was called Lone Oak.

St. Matthews--named after an early Episcopal Church which later was destroyed by fire.

New Albany--named by the Scribner family in 1813 after Albany, New York.

Kosmosdale--named for the Kosmos Cement Company located in the area.

Cane Run Road--named after the Cane Run Creek.

Wolf Pen Branch Road--wolves gave early Jefferson County farmers problems until they managed to pen the wolves up and kill them.

Harvard, Princeton, Yale, and Sewannee Drives (Highland community)--named after colleges and universities.

Arthur, Lee, and Campbell Streets--named for a property owner, John Lee Campbell.

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[1] For additional information, consult Yvonne Eaton. "Historians Point the Way on Local Place Names," The Courier-Journal and The Louisville Times, (July 1984, ACCENT section).

Christy and Hepburn Avenues--named after the two husbands of Susan Marshall Preston, daughter of Maj. William Preston.

Breckinridge Street--named in memory of Alexander Breckinridge's son Douglas, a U.S. Congressperson.

Standiford Field--named after Dr. Elisha D. Standiford. His list of accomplishments included president of Louisville and Nashville railroad, medical doctor, banker, industrialist, state senator, and U.S. Congressperson.

Beargrass Creek--many theories surround the name: one includes the corruption of the name "beard grass" commonly seen growing.

Six Mile and Twelve Mile Islands--Coast Guard information indicates that these are the exact distances between the islands and 12th Street.

Phoenix Hill--the name came from a brewery after the Civil War.

California neighborhood--the name came from the association of people moving West because of the gold rush. Moving to the area south of Broadway between 15th and 18th streets was considered moving "far West"; in the city of Louisville, it was equated to moving to California.

NEIGHBORHOOD HISTORIES

Wet Woods

The Wet Woods was an area bounded by Newburg Road, Standiford Field, the Outer Loop, and National Turnpike. The area, which has now been drained, was once a swampy lowland because of the geological formation of New Albany shale which made the drainage extremely difficult. There are a number of colorful legends associated with the Wet Woods.

Petersburg and the Forest Home Cemetery

Petersburg, which was founded after the Civil War, was the site of a settlement of freed slaves. The Petersburg Historical Society works to perpetuate the history of the area.

Part of the Forest Home Cemetery was originally a slave graveyard believed to have been a burial place for the slaves owned by John W. Hundley, whose farm extended from Bardstown Road to Newburg Road and later became the Bashford Manor farm. The site of the cemetery was, in the late nineteenth century, part of a small farm owned by Henry and Eliza Tevis, who were freed slaves.

Anchorage

Anchorage was incorporated in 1878 after having been laid out near the railroad tracks in the mid-nineteenth century by surveyor and developer Edward Dorsey Hobbs. Earlier settlers, such as the Hite, Williamson, and Ashby families, had built log structures, some of which still remain. The buildings in Anchorage exhibit a marvelous continuum of nineteenth-century architectural history and include some of the best examples in the county of the Gothic Revival style. An interesting array of late nineteenth and early twentieth-century residences, built in a Colonial Revival style by Benjamin Wood, still exists. Olmsted Brothers of Brookline, Massachusetts, developed a plan for Anchorage in the early twentieth century. However, only part of the plan was implemented. Anchorage is a peaceful, verdant area abounding in trees, plants, and lovely homes.

Jeffersontown

Jeffersontown was established in 1797. Although the original street pattern remains, there are few early buildings in the town center. Except for Seaton House, the oldest remaining houses are on the outskirts of town.

The oldest section of Seaton House may date to the 1790s. Dr. John S. Seaton, prominent local doctor, lived there from 1844 to 1854. Two other doctors, Dr. Mills and Dr. Marshall, were subsequent owners.

The date "1828" and initials "A.H." are carved in the threshold of the Andrew Hoke House making it one of the few houses in the county marked with its construction date.

Floore House is said to have been built about 1823. In the 1860s, the house was part of the short-lived Jefferson College. Frederick Stucky was a Jeffersontown tailor who built the Stucky House about 1840.

Middletown

Middletown was established in 1797 and was a thriving commercial center in the early nineteenth century. Middletown was rapidly overshadowed by Louisville, but it remained a prosperous rural community. Many of the early residences remain, including several log structures which are now covered in clapboard or stucco. The Benjamin Head House is a stone structure in the Federal style dating from about 1815. The Joseph Abell House dates from about 1804 and is of brick in the Federal style. The Davis Tavern of about 1797 was originally the home of William White, a surveyor who laid out the town. Middletown has a number of significant structures from the nineteenth and early twentieth centuries.

THE RUSSELL AREA[1]

The Russell area . . .

- added to the city of Louisville in 1868.
- runs from Broadway to Market, from 9th Street to 32nd Street.
- had street cars along many tree-lined streets.
- homes consisted of fashionable brick Italianate villas and multi-unit duplexes, Victorian and Queen Anne-style homes with bedrooms and fireplaces, unique shotgun or row-houses, public buildings, and late 19th and 20th Century Gothic Revival-style churches (complete with gables, towers, and stained glass windows).
- became largely populated by Afro-American citizens in the 1920s because of the Louisville/Jefferson County's segregation and housing laws/policies.
- major Afro-American businesses and entertainment establishments were located on Walnut Street (now Muhammad Ali Blvd.) until 1954 when Urban Renewal claimed the area for redevelopment purposes.
- was named after Harvey C. Russell, an Afro-American scholar/ educator, former principal of Madison Junior High School.
- is antique and modern, displaying poverty and prosperity, with one of every five houses and apartments now boarded or vacant.
- houses Russell Junior High School once the site of the Muhammad Ali School of Boxing in the late 1970s.
- Russell Junior High School building was opened after renovation/modernization as apartments for the elderly in 1984.
- was home to Lyman Johnson, local education and civil rights activist for over thirty-five years.
- contains the historic Chestnut Street Branch Library and the 10th Street YWCA.
- was listed in part in May of 1980 on the National Register of Historic Places. This added to community pride and civic responsibility.

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[1] Information adapted from Reginald K. Meeks. "Russell," Legal Lore Newspaper (Louisville: Legal Aid Society, Inc., Vol. 4, No. 8, September, 1980).

- The Hampton house, a three-story 14 room brick house, has been restored for use as a multi-service community facility as well as a museum and educational center. This house was built in 1887 and owned by a Louisville tobacco baron by the name of Basil Doerhoefer (he also owned other homes). A Louisville street is named in his honor. The last owner of this house was G. Wade Hampton.
- The fifty (50) room Allen Hotel which was opened in 1938 for Afro-Americans who could not use other hotels in the city/county has been renovated to serve senior citizens as a housing, medical, and community service center.

KERN'S DERBY® PIE[1]

In the 1950s Leaudra Kern developed a recipe for a pie which later became the famed Derby-Pie®. This dessert was a specialty item served at the Melrose Inn (Louisville). In 1968 the pie was registered as a trademark with the U.S. Patent Office and the Commonwealth of Kentucky. This was no easy task because others with a similar product were also in competition for the title of "Derby Pie."

After the death of Mrs. Kern, her grandson, Alan Rupp, continued to make the Derby-Pie®. Demand for the pie caused Alan and his wife Shelia to move the pie making plant, Kern's Kitchen, to a larger facility. Hundreds of these pies are made at their new location in the Bluegrass Industrial Park complex. Pies are transported to approximately one hundred (100) restaurants, hotels, and ice cream/dairy product vendors. It is estimated that in 1982 over 40,000 of the Derby-Pie® brand were made and sold.

In 1985 (Kentucky Derby Week), Kern's made a twelve foot Derby-Pie® which was available to persons attending the opening ceremonies for the new Churchill Downs Museum.

Note:

An interesting activity would be to have students purchase a Derby-Pie® for consumption. Have students try to determine the ingredients as the recipe is known by only the Rupps.

Students could also prepare a pie which is similar to the secret recipe pie by following this recipe:

LOTTIE's Kentucky PIE

¼ cup butter
1 cup sugar
3 well-beaten eggs
¾ cup white corn syrup
¼ teaspoon salt
1 teaspoon vanilla
½ cup chocolate morsels [chips]
½ cup chopped pecans
1 unbaked pie shell

Cream butter and sugar and fold in eggs. Add other ingredients mixing well. Pour into unbaked pie shell. Bake at 375° for 45 minutes to 1 hour. Serve with whipped cream. (Recipe serves eight, but because of its richness, smaller sections could be made to serve a larger number.)

This recipe originally called for 2 tablespoons of bourbon.

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[1] Eileen M. Reott, A Collection of Lottie's Recipes (Louisville, KY: First National Bank of Louisville, 1977), p. 83. Used with permission.

LOUISVILLE/JEFFERSON COUNTY HISTORIC HOMES/SITES

Youngland or Clover Hill

Youngland or Clover Hill on Dixie Highway was the home of the Robert Miller family and was built about 1826. Farm journals are at The Filson Club which date the additions including an octagon room which was added in 1863. The home was bought by Bennett Young, a member of Morgan's raiders during the Civil War and a great civic leader, in the early 20th century and used as his summer home.

Lewiston Place

William Lewis purchased land in Pond Settlement in 1813 and established a farm. At the time of his death in 1839, he had built the farm into a 517 acre plantation and owned sixteen slaves. James Lewis inherited the house and part of the farm from his father, and it remained in this family until 1949. The two-story brick farmhouse on Ranchland Road has a handsome entry with pilasters, sidelights, and transom.

Clearwater Farm

The farm on Fern Valley Road now known as Clearwater was established early in the 1800s. The house was built about 1821 by John Burks and is a typical example of early brick Federal farmhouses built in all parts of Kentucky. Handsome woodwork, mantels, and a lovely spiral staircase may have been added to the house in 1832 by George Heafer, whose family owned the farm for 100 years.

Ben Garr House

Benjamin Garr's farm which he purchased in 1840 was part of Captain Abraham Hite's original settlement. The house on Nachand Lane was probably built about 1863 perhaps to replace an older house which burned. After Garr's death in 1870, his daughter, Priscilla, and her husband, David Fenton, lived in the house for twenty-seven years. The Garr house is similar to the Chenoweth house with the center gable and bargeboard. The porch, however, is a later addition.

Note: Additional information is available from Douglas L. Stern, gen. ed. Jefferson County, Kentucky: Guide to Selected Historic Sites (Louisville, KY: Jefferson County Offices of Historic Preservation and Archives).

Seebolt-Wilhoit-Pendergrass House

This interesting house was built in three sections. The oldest part, a two-story, two-room stone structure was probably built in the late 1790s. The other two sections, of frame construction, were most likely built in the early 1800s. Several brick outbuildings, including a smokehouse and a servants' house are extant. Occupants of this house on Fern Valley Road have included the Seebolt, Wilhoit, and Pendergrass families.

Jones-Cloud House

The Jones-Cloud House on Valley Station Road is thought to have been built about 1831 for Edward Jones, a son of Col. John Jones. The front and rear facades are of Flemish bond brickwork. The original front of the house faced Church Road.

David Farnsley House

The David Farnsley house on Cane Run Road is built of logs, now clapboarded, and brick. The log section was probably built in the early 1800s. The larger brick section was begun by Farnsley about 1832 and completed by his widow in 1833 after Farnsley died. The panelled double doors at the entrance are original.

Farnsley-Moremen House

This brick house off Lower River Road was one of several houses built for the Farnsley family in southwestern Jefferson County in the early nineteenth century. The Moremen family purchased the house in 1862 and it has remained in that family. The two-story portico was damaged in the 1937 flood.

Funk House(s)

The large brick house at Hurstbourne Lane and Taylorsville Road was built by the Funk family around 1800. It was the home farm of Peter Funk who married Harriet Hite. In the early 1860s, one of the ten Funk children, James Henry, built the one-story, pavilion-type house known as Stony Brook, across Taylorsville Road from his parents' home. A similar house on Hurstbourne Lane, now known as Nunnlea, was built for a Funk daughter, Harriet Funk Hise, sometime after midcentury.

Six Mile Lane House(s)

The earliest settlers in the Six Mile Lane area were the Joseph Hite family who sold land to William and Valentine Conrad, proprietors of Jeffersontown's first pottery, and to Dr. William Bryan, a noted local physician.

The Conrad family built the two-story brick houses which would later become Diamond Fruit Farm, the successful farm of Frank Dravo, and West Wood Farm, owned by B. S. Alderson.

The house now known as Springlake Farm was the home of Dr. William Bryan and may have been built by one of the Hite family early in the 19th century.

Dr. Bryan's sons built houses on land their father gave them. John Bryan built nearby Beech Lawn, an elegant, one-story hip roof house, about 1866. William F. Bryan built his one-story house on the north side of Six Mile Lane opposite his father and brother.

Herr-Rudy House(s)

In eastern Jefferson County stand seven houses that are associated with the Herr-Rudy families who were early settlers. The dates of the houses span from the 1790s to 1877 and include both stone and brick structures and several architectural styles including Georgian and Italianate.

Eight Mile House

The early history of the Eight Mile House on Shelbyville Road is unknown as is the original construction date. The house is, however, a very interesting example of local stone work. The Eight Mile House has been renovated into an interior design gallery.

Wolf Pen Branch Mill

Wolf Pen Branch Mill is a four-story stone structure with a 26-foot wooden waterwheel. Mills were among the first industries established by the pioneers and were essential to the survival of early communities. This mill, located on Wolf Pen Branch, was built in the mid-1800s on the site of an earlier mill. Herman Miller, who built the mill, is said to have financed the venture by raising and selling butterbeans. He was known locally as "Butterbean Miller." The mill was restored by Mrs. Eve Lee Smith Cooper and is in good working order.

Hite-Chenoweth House(s)

The two-story brick farmhouse off Watterson Trail was the homestead of Captain Abraham Hite who came to Jefferson County in 1784. The Hite family had large land holdings throughout the state, were among the first settlers in the county, and were prominent in early local politics. After Captain Hite's death, his 975 acre estate was sold to Stephen Chenoweth in 1850.

The Chenoweth family probably built the one-story brick house which is next door to the old Hite home. This house is characterized by a hip roof with a center gable and decorative bargeboard with a fleur-de-lis motif.

Bellevoir

The elegant Italianate country house on LaGrange Road known as Bellevoir was built by Hamilton Ormsby about 1867. The interior with its majestic staircase and original woodwork and filigreed cast-iron porch are quite handsome. The carved brackets under the cornice and the ornate window caps are typical of the Italianate style.

Glenview and Nitta Yuma

In the beginning of the 20th century, the network of interurban lines provided access to the scenic wooded hills which overlook the river east of the city. Here prominent Louisvillians built summer homes which became part of the residential communities of Glenview and Nitta Yuma. Later, when they built permanent homes, Glenview residents hired architects to design their mansions in the popular revival styles.

Ridgeway

Ridgeway on Massie Avenue is one of the country's finest examples of Federal architecture. The house was built around 1818 by Henry and Helen Massie. Helen Massie, who lived out her life at Ridgeway, was married and widowed three times. Her third husband was Marshall Key, brother of Francis Scott Key. Ridgeway is a one-story hip roof house with a center section flanked by wings on either side. The recessed entry has double doors, side lights, an elliptical fan light, and is covered by a graceful portico.

Springfields

Springfields was built by Colonel Richard Taylor, father of President Zachary Taylor. The larger wing is believed to date from about 1785. The east wing was added in the early 1800s. Zachary Taylor lived at Springfields until 1808. The house was damaged by the 1974 tornado but has now been completely restored.

Locust Grove

Locust Grove was the last home of General George Rogers Clark, Revolutionary War hero, explorer, and founder of the city of Louisville. He lived here, in the home of his sister, Lucy Croghan, from 1809 to 1818. The Georgian house on Blankenbaker Lane, dating from about 1790, has been completely restored by Jefferson County Government and is operated as a house museum by Historic Homes Foundation.

Croghan-Blankenbaker House

The parapet chimneys are distinctive characteristics of this brick house on River Road. It was probably built in the early 1830s by Charles Croghan, son of Major William Croghan, who built Locust Grove. The house was purchased by Abraham Blankenbaker in 1847, and it remained in his family until 1927. The Eastlake-style porch was likely an 1880s addition. A quarry on the property was the source of the stone for the wall surrounding the house.

Soldiers Retreat

The site of Soldiers Retreat was the home of Colonel Richard C. Anderson, a Revolutionary War hero and surveyor. The original two-story stone house from the 1790s is no longer standing; however, several of the stone outbuildings, a stone spring house, and the family cemetery remain on the site off Hurstbourne Lane. The present owner is constructing a stone house similar to the original on this site.

Pennsylvania Run Church and Cemetery

Pennsylvania Run Church, near the Outer Loop, was built in 1840 on the site of an earlier log building. The church was organized in 1789 and was the oldest Presbyterian church in this area. It is surrounded by a cemetery in which the earliest gravestone is dated 1795. The founders of the church were Scotch-Irish from Pennsylvania who named the stream for their native state.

Vale of Eden Cemetery

This cemetery was the family graveyard for members of the Lawrence and Dorsey families. The site was part of the farm off Whipps Mill Road known as Eden, established by Benjamin Lawrence in 1800. A portion of the Eden farm was later owned by Elias and Leaven Dorsey, grandsons of Benjamin Lawrence.

Saltworks

The area of southern Jefferson County extending into Bullitt County was, in the late 1700s, a center of salt production. The Bullitt's Lick saltworks, in what is now Bullitt County, was erected in 1779 and was the first commercial saltworks in Kentucky as well as the most significant source of salt on the frontier for many years. Mann's Lick, where salt production began in 1787, was second only to Bullitt's Lick in importance.

READ-A-BUILDING[1]
A Directed Learning Experience for Teachers and Students
A Heritage News Supplement--September/October 1983

The Definition

> Read--to comprehend or take in the meaning of; to seek to interpret the nature or meaning of (someone or something) through close scrutiny; to ascertain the intent of mood of; to perceive, receive, or comprehend. (Webster's Dictionary)

A weatherperson reads the sky for signs he/she has learned to interpret in order to predict the weather. An elementary student learns the alphabet in order to read words. Close friends are often able to read each other's minds. A ham radio operator asks for confirmation of a message sent with "Do you read me?" The moods of a person can be read. A fortune teller can read a palm or a deck of cards. In the same sense as in all these examples, you can read a building. In all these instances, it is necessary to develop the skill through practice and through knowledge of the object being read and its particular components and vocabulary.

Reading can occur at all levels, from the simple learning of the ABCs to developing the fine art of interpreting metaphors and analogies in poetry and literature. The same is true in reading buildings. A child can read a building for construction materials, colors, shapes, and similarities with other buildings in the community while an older student or adult can read a building for subtle interpretations of an architectural style, evidences of historic changes and additions, suggestions of cultural values, and as reflections of an era.

The Resource

Architecture has been discovered by many teachers as an adaptable resource for teaching a variety of subjects and skills. The built environment is particularly effective as a teaching resource as it is locally available within every community, it is personal to the student, it is tangible, and it is visual.

Every community, regardless of size, will have buildings which can be identified by their function as representative of certain types. Whereas the architectural style, the building material, the age and the significance of the buildings will vary greatly within and among communities, students will always have a variety of building types to study as resources. An outline of eight building types is included here. This list may not be comprehensive for a community and there may be some buildings that seem to overlap within these categories.

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[1] "Read-A-Building" (Frankfort, KY: Kentucky Heritage Council--The State Historic Preservation Office, 1985). Used with permission.

Commercial Buildings (stores, banks, restaurants, etc.)
Educational Buildings (schools, museums, libraries, etc.)
Governmental Buildings (city hall, courthouse, police station, fire station, public works, etc.)
Industrial Buildings (factories, plants, mills, etc.)
Recreational Buildings (gymnasiums, theatres, stadiums)
Religious Buildings (churches, synagogues, cemeteries)
Residential Buildings (house, apartments, neighborhoods)
Transportation-Related Buildings (gas stations, depots, garages)

The possibilities for the adaptation of the built environment as a resource in the classroom seem to be limitless. It can be used in a history classroom as a reflection of an era; in a social studies classroom as representative of cultural values and relationships; in a language arts classroom as a subject for creative writing and increased vocabulary skills; in an arts class as an expression of human creativity; in a math class as an example of formulas, geometrical shapes, and measurements; in a vocational training class as a study of various construction methods and techniques; in a science class as a study of the effect of the environment on different materials; in a home economics class as a source of information on home-centered activities.

The skills that can be introduced or reinforced through the study of architecture are equally limitless. Organizational, communication, vocabulary, and research skills can be strengthened through this process as well as many others depending on the emphasis required by the subject. Because of its versatility in adapting to these needed skills and required academic subjects, the activities relating to this resource can be justified in the established curriculum. Any teacher searching for a new resource or a fresh approach is urged to consider the possibilities of adapting the study of the built environment to the subject.

The Process

The process described here is intended only as a guide and to be adapted as necessary to a subject or age group. Activities are suggested in each step that are applicable to all skill levels. A teacher may want to only follow the process through one or two steps or may want to assign the complete process. The intent is to suggest specific types of activities and encourage the development of further ideas for classroom activities that will increase the student's awareness of own built environment. This exercise should aid the student in developing an appreciation for the importance of buildings in the daily lives of the public and will help create a personal preservation philosophy. The four steps of the process are outlined here.

Observe

During the first step, students will be directed to examine buildings in their communities using the five senses: sight, hearing, touch, smell, and taste.

Activities: Take a walking tour of the downtown area, a neighborhood, or a street in your town. Identify the types and functions of buildings on the tour.

Select one building for closer examination. Walk around it and through it if possible. Look for all the details (color, shape, size, etc.). Identify any sounds, smells, or tastes related to the building. Feel the texture of the materials used in construction. Examine the exterior and the interior.

Document

This step in the process should involve the students in recording the information they gathered from observation.

Activities: Draw a picture of the building.

Photograph the building.

Sketch the floor plan and/or site plan.

Complete measured drawings of the building or of one room or elevation.

Inventory the furnishings.

Write a verbal description of the building.

Complete a prepared survey form or item checklist to record and describe the building.

Draw a map of the community and note the location of the building on it.

Sketch the building in relationship to the other buildings along the street or in the neighborhood.

Research

During this step of the process, the student will search for information about the history of the building through traditional written and/or public records, oral history, or study of the building itself.

Activities: Conduct an oral interview of owners, residents, neighbors, and/or local historians about what they know about the actual building or events that occurred in and around the building.

Go to the courthouse and look in the public records for information on previous owners.

Use old photographs to discover changes the building has undergone.

Look on historic maps to see if the building is noted.

Interpret

In this final step, the student should be encouraged to analyze the significance of the building to the community as well as present the information collected during the previous steps in a creative manner to the class or other group.

Activities: Define the architectural style(s) represented in the building.

Write a poem, a story, or a play about the building.

Prepare a presentation for the class using slides, photographs, or drawings of the building.

Write a report on the history of the building.

Conduct a tour of the building.

Write an article or story on the building for the local newspaper.

READ-A-BUILDING

Step 1--OBSERVE

Carefully examine the building from as many angles and sides as possible. Look for the details and study the overall shape and size. Identify any sounds, smells, and tastes that may be associated with the building. Try to recognize the variety of building materials and textures related to the building. Look for any changes which may have occurred since its construction.

Step 2--DOCUMENT

Answer as many of the following questions as possible from your observations of the building.

1. Name of the building ______________________________
2. Describe the location and the setting of the building ______________________________

   ____
3. What is the foundation material? ______________________________
4. What are the building materials? ______________________________
5. Describe the windows. ______________________________
6. Describe the doors. ______________________________
7. Are there any chimneys? How many? ______________________________
8. Are there any signs or words on the building? ______________________________
9. What was the building built for? ______________________________
10. How many stories does the building have? ______________________________
11. Describe any decorative materials or designs. ______________________________

    ____
12. What is the current use of the building? ______________________________

ACTIVITY: Sketch a floor plan of the first floor of the building as you think it currently appears.

Step 3--RESEARCH

Be a detective and find out as much as you can about the history of the building. Talk to owners, neighbors, residents, and local historians. Look up the public records in the local courthouse. Try to discover who built it and when. If you can find old photographs, examine them for clues to changes the building may have undergone. Try to document when and why changes were made. Find out as much as you can about the building and the people who lived and worked in it.

Step 4--INTERPRET

Try to answer the following questions about the building.

1. Describe what you think the original setting of the building was. ______

   ____

2. Describe any changes you think the building has undergone. __________

   ____

   ____

3. What architectural style do you think the building represents? ________

   ____

4. When do you think the building was built? ____________________

5. What historical themes or events does this building reflect? _________

   ____

   ____

6. What did the building mean for the builder and the original owners? ____

   ____

7. What does this building mean to the community today? ______________

   ____

8. What is unique or special about this building? ________________

   ____

9. Do you think this building should be preserved? ____________________

____

10. What other uses and needs could be met by this building? ____________

____

11. When do you think the photograph of this building was taken? __________

____

12. What changes would be required to make this building functional today? __

____

____

ACTIVITY: Write a brief story or poem describing the history of the building from the point of view of the building itself.

ARCHITECTURE AS A RESOURCE FOR TEACHING OTHER SUBJECTS

Architecture is an adaptable resource for teaching a variety of subjects and skills. It is particularly effective as a teaching resource as it is locally available, it is personal to the student, it is tangible and it is visible.

History: Architecture is a reflection of an era. The environment is a vast collage of latent history.

Social Studies: Architecture is representative of cultural values and relationships.

Language Arts: Architecture is a subject for creative writing and increased vocabulary skills.

Art: Architecture is an expression of human creativity.

Vocational Training: Architecture is a study of various construction methods and techniques.

Math: Architecture is a study of mathematical equations, formulas, and computations.

Architecture: Architecture is the only creative art which people must interact with every day. Therefore, it is important to be 'literate' in architecture, to know the basic styles, and to understand each style's relationship to its respective era.

The study of architecture and the environment requires visual skills--perception and observation. We can better understand both the present-day and historical characteristics of architecture and the environment if we learn to ask questions and discover answers by learning how to look.

Architect

Someone who designs buildings (e.g., art class--houses, house plans). An architect prepares a model and blueprint of what he [she] wants his [her] building to look like.

Preservation

To preserve--to take care of, to save. To preserve buildings means to save and take care of our old and our new buildings. We feel it is also important to take care of our new buildings because one day they will be our old buildings.

> We encourage the re-use of old buildings. Rather than tear them down, we encourage maintaining and repairing them for continued use. (See adaptive-use.)
>
> Most of the time it costs less to renovate an old building than it costs to build a new one. This is good use of our resources and is good ecological and economic sense.

SOME HISTORY DOESN'T REPEAT ITSELF.

Architectural preservation is visible history. Our heritage can never be recreated. Preservation Alliance is working now to prevent needless destruction of our architectural treasures and to conserve our built environment.

ARCHITECTURE IN THE CLASSROOM

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TOURS AS AN EDUCATIONAL TOOL

Keeping within the philosophy of preserving the built environment, tours offer a first-hand experience to see our architectural treasures and to learn about the significance of our heritage.

By beginning with their own environment, students seek the meaning and relevance of history and learn the relationship between the past and the present. By involving students in the study of their community, tours generate interest in local history and prepare students for broader aspects of national history.

Each tour includes:

1. Neighborhood history.
2. Historical/architectural significance of selected sites.
3. Relationship of the neighborhood to the development of Louisville and Jefferson County, Kentucky.

Accompanying Activities: Projects and Work Sheets:

Scavenger Hunts: A sheet with architectural embellishments found in each historic neighborhood.

Rubbings: A coal hole impression made by rubbing a crayon on newspaper print.

Magnets: These help to indicate cast-iron facades and ornaments on Main Street.

Crosswood Puzzles: Neighborhood histories; Louisville history.

Louisville Heritage Project: An overview of Louisville and Jefferson County history and architecture; a complete teaching booklet for classroom use and field activities.

Read-A-Building: A study of building types, purposes, and styles which describe and explain the various characteristics of buildings, teaching students how to "read" the environment.

What It's Like to Be a Building: An activity that illustrates architectural principles using visual skills to scan a building and obtain information.

Historic Preservation Concepts: The four dimensions of historic preservation are (1) historic significance; (2) architectural value; (3) preservation planning and (4) economic development.

SLIDE PRESENTATION AS A TEACHING RESOURCE

The Main Street and Government Square tours are often preceded by a slide presentation which briefly describes the history of Louisville and Jefferson County and depicts some significant buildings seen on the tour. This visual activity familiarizes the student with the history and sites and allows him/her to anticipate and identify the sites on the tour. Knowing that children learn best from repetition and identification, the tour guide makes it fun for the children as they have already established a familiarization or relationship with the sites.

Topics:

Louisville: More Than Just a Derby Town

The History of the Preservation Movement

Louisville's Magical Main Street

St. James Court

Louisville--City of Paradoxes

Cherokee Triangle

Architectural Styles in Louisville and Jefferson County

Discovering Neighborhoods

Architectural History of Louisville

Preservation Alliance Story

Accompanying the slide shows is a collection of artifacts with architectural, cultural and/or historical significance, e.g., take-apart pieces of cast-iron building facades, architectural embellishments, hand-carved wooden building elements.

Both the slide show and the collection can be adapted to any age level or group size; fourth grade and up, however, seem to understand and participate more.

PRESERVATION DEFINITIONS

National Register of Historic Places

The U.S. Department of the Interior's list of historic sites acknowledges significant properties throughout the country. The identification of historically and architecturally significant properties is an important first step toward preservation. Community preservation groups, such as the Landmarks Commission, often take the responsibility of a city (the Jefferson County Office of Historic Preservation and Archives takes the responsibility for the county) survey to determine what buildings and sites are significant. After a thorough evaluation process, identified properties are listed on the National Register of Historic Places.

Historic District

A historic district, usually a residential neighborhood or commercial district, is an area which has been outlined and recognized for its overall historic and architectural significance. The buildings of a historic district may not be of great significance individually, but together they complement each other and form an effective interrelated grouping. Historic districts may be designated by local landmarks law or by listing on the National Register of Historic Places, e.g., Historic West Main Street.

Restoration

An old building is "restored" when deterioration is halted and alterations removed and the building is returned to its original form and condition. A restoration project duplicates as nearly as possible the historic design of the building.

Rehabilitation

A building is "rehabilitated" when it is upgraded in a way that respects its original character. A rehabilitation project will not totally duplicate the building's historic design but should utilize as much of the building's original character as possible, while making alterations to improve its condition and usefulness.

Adaptive-Use

A building is "adaptively used" when it is rehabilitated to be used for a new function. For example, an old vacant school building (Monsarrat) may be adaptively used to house apartments; an industrial building may be adaptively used to serve as a shopping and dining area.

Renovation, Remodeling

A building is "renovated" or "remodeled" whenever it is altered in a major way. These terms usually refer to the type of project which contradicts historic preservation principles by altering a building's original design and character in an attempt to "modernize" a particular building. By definition, renovate means "to make new or as if new again."

ARCHITECTURE-HISTORY DEFINITIONS

History

Recorded events of the past--important events that have shaped our past, happened in our life and development.

Heritage

Something that comes or belongs to a person by reason of birth--an inherited portion; something handed down from ancestors.

> Just as we have a history--events that have shaped our growth (e.g., birth, going to school, making friends), our city also has a history. Just as we have a birth, our city has a birth.
>
> We have a heritage. We have inherited things from our ancestors, grandparents, and parents (e.g., such as a family name, house or farm, scrapbook). Being citizens of Louisville, we inherit more than 200 years of our city's heritage--a heritage made up of many individual and civic accomplishments. We also inherit the architectural treasures passed on by our first settlers.

Why is our heritage and the study of our history important?

Heritage and history tell us who we are. We understand our present by knowing our past. In order to learn and know about Louisville today, we begin by exploring Louisville's past.

Architecture

The construction and design of buildings.

Architect

Someone who designs and plans buildings. An architect prepares a model and blueprint of how he/she wants his/her building to look.

Preservation

To preserve--to take care of, to save. To preserve buildings means to save and take care of our old and our new buildings. It is important to take care of our new buildings because one day they will be our old buildings.

> We encourage the re-use of old buildings. Rather than tear them down, we encourage maintaining and repairing older buildings for continued use. (See adaptive-use.)
>
> Most of the time it costs less to renovate an old building than it costs to build a new one. This is good use of our resources; it is good ecological and makes economic sense.

SOME HISTORY DOESN'T REPEAT ITSELF.

Architectural preservation is visible history. Our heritage can never be recreated. Preservation Alliance is working now to prevent needless destruction of our architectural treasures and to conserve our built environment.

Preservation Alliance
of Louisville and Jefferson County, Inc.

David L. S. Brook
Executive Director

Sonya B. Lanham
Assistant Director

Elizabeth A. Hatfield
Coordinator of Education
and Tourism

Martha M. Cull
Office Manager

PRESERVATION ALLIANCE
OF LOUISVILLE AND JEFFERSON COUNTY, INC.

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Volunteer Coordinator

Preservation Alliance is the largest nonprofit, private preservation organization in the state of Kentucky. We were founded in 1972 by neighborhood groups and civic minded people who joined forces to encourage the preservation and continued use of our historical and architectural resources. We were created to be a community-wide advocate for preservation.

Our membership consists of 63 trustee organizations and more than 900 individual members. We are funded by individual and corporate donations.

Purpose: to encourage the preservation and continued use of the historical and architectural resources in Louisville and Jefferson County.

Major Goal: to make the public aware of the role our heritage plays in enhancing and sustaining the quality of life, both socially and economically, in our community.

We conduct two types of programs to achieve this goal:

1. Educational programs and events which emphasize the importance of our heritage such as tours, lectures, school programs, publications and events such as Dickens on Main Street;

2. Development and planning which is the purchase and re-hab of endangered buildings of architectural and/or historical significance; and studies demonstrating the feasibiltiy of re-using older buildings (e.g. downtown housing feasibility study).

716 West Main Street • Louisville, Kentucky 40202 • 502 583-8622

Preservation Alliance
of Louisville and Jefferson County, Inc.

PRESERVATION ALLIANCE OF LOUISVILLE
AND JEFFERSON COUNTY, INC.
716 West Main Street
Louisville, Kentucky 40202
(502)583-8622

CONTACT: Elizabeth Hatfield

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Any teacher searching for a new resource or a fresh approach in teaching is urged to consider the possibilities of adapting the study of the built environment to the subject.

Architecture is an adaptable resource for teaching a variety of subjects and skills. It is particularly effective as a teaching resource as it is locally available within every community, it is personal to the student, it is tangible and it is visible.

In history, for example, it is a reflection of an era; in social studies, it is a representative of cultural values and relationships; in language arts, it is a subject for creative writing and increased vocabularly skills; in art, it is an expression of human creativity; and in vocational training, it is a study of various construction methods and techniques.

Below are some suggested activities which instruct the student on the architectural and historical legacy of Louisville and serve as a teaching resource to instruct students in other subjects as well.

IN-SCHOOL ACTIVITIES Length: 1 hour Cost: $25.00

1. Slide show on topics such as: The History of the Preservation Movement; Louisville's Magical Main Street; St. James Court; Louisville-City of Paradoxes; Cherokee Triangle; Architectural Styles in Louisville; Discovering Neighborhoods; Architectural History of Louisville; and a brief slide show on Preservation Alliance itself.

2. Accompanying the slide show is a collection of artifacts with architectural, cultural or historical significance, i.e., take-apart pieces of cast-iron building facades, architectural embellishments, hand-carved wooden building elements.

Both the slide show and collection can be adapted to any age level or group size. Fourth grade and up, however, seem to understand and participate more.

Available year-round.

OUT-OF-SCHOOL ACTIVITIES Length: 1 hour Cost: $1.00 per student

3. Tours: Magical Main Street, Government Square, Downtown Overview, Old Louisville, Cherokee Triangle, Butchertown, Portland.

   Tours may also be given in French, Spanish and German, for foreign language classes and foreign exchange students.

4. Activities such as Scavanger Hunt, Read-A-Building and Rubbings may accompany tours.

Tours may be adapted to any level; however, fourth grade and up seem to understand and participate more.

Available March through November, weather permitting.

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Suggested Readings in Louisville History

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Suggested Readings in Architecture

Blumenson, John J. G. Identifying American Architecture. A Pictorial Guide to Styles and Terms, 1600-1945. Nashville: American Association for State and Local History, 1977.

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Morgan, William. Louisville Architecture and the Urban Environment. Dublin, OH: William L. Bauhan, Inc., 1979.

Poppeliers, John. What Style Is It? A Guide to American Architecture. Washington, DC: Reprint, 2/84.

Rifkin, Carole. A Field Guide to American Architecture. New York: New American Library, 1980

Saylor, Henry H. Dictionary of Architecture. New York: John Wiley & Sons, Inc., 1952.

Suggested Materials

The Filson Club--Reference only. Photocopying permitted. Excellent research library for Louisville, Jefferson County and Kentucky history and architecture.

Louisville Historic Districts and Landmarks Commission--Reference only. Photocopying permitted. Designation reports of historic sites.

Jefferson County Office of Historic Preservation and Archives. Reference only. For specific research. Research files on specific properties (may be photocopied). Official repository of public records generated by government. Deeds, wills, tax records, city directories may not be copied.

University of Louisville Photographic Archives. Reference only. Local regional photos. 8" X 10" prints available. Copying permitted. Computerized Street index with names/addresses of more than 500,000 photos of Louisville scenes taken between 1903 and 1970.

University of Louisville Archives. Textual records of local institutions, local personages, regional organizational records and photos, e.g., collection of manuscripts, institutional records, personal papers, mainly late 19th and 20th centuries. Photocopying permitted.

Preservation Alliance--Lending library. Photocopying permitted. Local, state and United States architecture, history. Books, periodicals, slides.

The Filson Club

INCORPORATED

ORGANIZED MAY 15 1884 FOR COLLECTING, PRESERVING AND PUBLISHING
HISTORICAL MATERIAL, ESPECIALLY THAT PERTAINING TO KENTUCKY

118 WEST BRECKINRIDGE STREET

LOUISVILLE, KENTUCKY 40203

December 15, 1983

LYNNE S. RENAU
MUSEUM CURATOR

Dear Teacher,

As a number of children coming to The Filson Club and the Brennan House has steadily increased in the last three years, so has the plea by teachers and interested parents that someone write a good textbook on Kentucky history. Asked to describe the way they feel about history, about 90 percent of the children I talk to call it "boring". Given the realistic limitations of a straight textbook approach to teaching, I can't disagree with their assessment. So writing another textbook may not be the answer.

A good history course, at any level, should teach children some important names, dates and facts, i.e. "In fourteen hundred and ninety-two Columbus sailed the ocean blue". But it should also encourage them to ask questions: "Who was Columbus?", "Who paid for the trip?", or "Given the odds against his survival or success, why did he do a dumb thing like that?" and "If I had been alive at that time would I have gone with him?"

As children learn to look at the past honestly they explore the process of problem solving, and learn lessons that can be applied to their own lives as well. This approach to history is anything but boring.

Enclosed is a list of books and manuscript materials which are available to supplement texts. Some of the books are current. Some are out of print but contain excellent first person accounts of what Louisville was like 100 years ago. Occasionally, racial terms we do not use today appear in older books. Obviously the writing of history has itself changed. The strength of these books is in their descriptions of pioneer life. The list is designed to encourage you to contact museums and historic homes with which you may not be familiar. Their staff members are eager to hear from you.

The Filson Club is one of the resources we encourage you to use. History tours are available for grades 4 through 12 and independent groups.

Lynne S. Renau, museum coordinator. Explanatory letter and General Louisville/Kentucky History information. The Filson Club, 1985. Used with permission.

High school students should be aware of our library as a resource for research projects. It is open 9 - 5 Monday through Friday and 9 - 12 on Saturday and gives the student a good opportunity to learn how to use a reference library.

Access to manuscript and other original materials is, for the protection of the collection, supervised by the staff. Juniors and seniors who wish to use the collections for an original research project are encouraged to contact Jim Holmberg, assistant manuscript curator, for an appointment.

If you have any questions or want to schedule a tour of The Filson Club, please feel free to contact me at 582-3727.

Sincerely,

Mrs. Donald I. Renau

LSR/jlf
Enclosure

LOUISVILLE/JEFFERSON COUNTY/KENTUCKY FAMOUS PERSONS

Having students to give a report as a TV or radio announcer would concerning the following:

- Louisville's heart transplant team at Humana Hospital Audubon.
- Chef Laurent Gernari of the Louisville Brown Hotel, creation of the "Hot Brown"
- the Kaelin Restaurant family of Louisville creating the first "cheeseburger"
- the creation of the Modjeska carmels by Anton Busathe (Candy was named after a Polish actress.)
- Muhammad Ali's first winning of the world boxing championship
- Jack Bibb of Russellville/Frankfort creator of "Bibb lettuce" in the 1800s
- Mary T. Meagher's winning a gold medal for swimming during 1984 Olympics
- Marsha Norman's feeling after her play entitled, "'Night, Mother," won a Pulitzer prize
- Diane Sawyer's job as TV reporter on CBS News and the "60 Minutes" program
- Martha Nelson Thomas winning her lawsuit against Xavier Roberts for "stealing" her doll creation (See next sheet for additional information.)
- Larnell Harris' winning a Grammy Award in 1984 for his gospel singing recordings (Danville/Louisville)
- Paul Wagner's co-winning of an Oscar (March, 1985) for best short documentary film "The Stone Carvers."

This activity should be expanded to include state (Kentucky) persons, e.g.,

- Colonel Sanders' first successful "Finger Licking Good" fried chicken recipe
- Jockey Isaac Murphy's winning of three Kentucky Derbies
- Leaudra Kern at the Melrose Inn of Prospect, Kentucky developing the famed Derby Pie

- Dr. Ephraim McDowell's performance of the first abdominal operation
- A. B. Happy Chandler, politician, former Governor of Kentucky, one time baseball commissioner
- S. L. Van Meter Jr. of Lexington, Kentucky, inventor of the parachute

GENERAL LOUISVILLE/KENTUCKY HISTORY

4th grade	A Story of Soldier's Retreat. 117 pp. typescript from original manuscript. A very readable account of daily life in the 19th century. Particularly good descriptions of children's activities.
4th grade	Changes at the Falls--Witnesses and Workers. 111 pp. Portland Museum, 2308 Portland Avenue, Louisville, KY 40212.
Easy 4th	The Falls, A Stopping Place, A Starting Point, Portland Museum. Workbook accompanies this book.
High School	The Journals of Lewis and Clark, edited by John Bakeless, Mentor Books, 1964, pb (paperback), 384 pp.
7th grade	Kentucky and the Second American Revolution: The War of 1812, 116 pp, Kentucky Bicentennial Bookshelf.
4th grade	Farmington--The House John Speed Built, Dorothy Park Clark, $1.00, available at Farmington Gift Shop.
7th up	Frontier Kentucky, Otis K. Rice, Kentucky Bicentennial Bookshelf, 131 pp.
4th grade	Old Kentucky Country, Clark McMeekin, Duell, Sloan and Pearce, New York, 208 pp., check libraries for copies.
4th up	The Story of Kentucky, Cherry and Stickles, D. C. Heath and Company, 1940. Probably the best textbook on Kentucky history.
7th grade	Louisville The Gateway City, by Isabel McMeekin.
7th on	Kentucky, Its History and Heritage, Fred J. Hood, Forum Press, St. Louis, MO, 1978, pb., 260 pp.
High School	Kentucky--Yesterday and Today, Baugher and Claypool, Kincaid Publishing House, 1964.
4th grade	Kentucky--The Story of a Proud Heritage, R. A. Powell, Kentucky Images, 1977, Frankfort. This 4th grade level textbook includes an explanation of Kentucky's 120 counties and how they were named. Includes governors up to Julian Carrol.

4th grade	Manuscript: "True Stories of My Father and Relatives Written Especially for Me, Penelope Pope Sturgeon, At My Request, by My Father, Isaac H. Sturgeon"; "An Account of the Capture of my Great Uncle William, Usually Called Billy Tyler, by the Indians When He Was a Young Man Living with His Father, My Great Grandfather, Near Where Louisville, Kentucky Stands." 4 pp. typed.

SHAKERS

7th grade	Pleasant Hill and Its Shakers, Dr. Thomas Clark and Dr. F. G. Ham, pb., 104 pp.
High School	Many of the original records of the Shakers are in the collection of The Filson Club. They have been microfilmed and are available here. The family journal kept by order of the Deaconesses of the East House, beginning in 1843, is particularly interesting reading.

CIVIL WAR

4th grade	The American Heritage Picture History of The Civil War, by the Editors of American Heritage, Narrative by Bruce Catton.
7th grade	Lucy Breckinridge of Grove Hill, the journal of a Virginia girl 1862-1864, edited by Mary D. Robertson, Kent State University Press. Lucy was in her late teens when she kept this diary.
7th grade	"My Dear Brother", a Confederate Chronicle edited by Catherine T. Bartlett, Dietz Press, Richmond, VA, 1952.
4th grade	The Filson Club has a typed copy of letters and a diary kept by Henry Lane Stone who rode with John Hunt Morgan, very readable, approx. 90 pp.
7th grade	Diary of John Joyes Jr., kept while he was in a prisoner of war camp at Johnson's Island, OH, during the Civil War, typed transcript, good information on prison life.
High School	Letters of Thomas Henry Hines, a few original letters (bulk of collection are copies of originals). He was one of Morgan's men.
High School	City of Conflict. Louisville in the Civil War 1861-1865, R. E. McDowell, Louisville Civil War Round Table.

GEORGE ROGERS CLARK

4th grade	George Rogers Clark and the Winning of the West, Hugh F. Rankin, pub. by the Virginia Independence Bicentennial Commission, Richmond, $2.50, available at Locust Grove.
4th grade	George Rogers Clark and the Winning of the Old Northwest, Robert C. Alberts, Office of Publications, National Park Service, U.S. Department of the Interior, Washington, DC, 1975. Not presently available at Locust Grove. Check libraries.

MAPS

1	Filson Map--copy given to each child visiting The Filson Club with a tour group.
	Kentucky Puzzle Map--11" x 23 1/2" die cut along county lines, Simmons Puzzle Company, Greensburg, Kentucky 42743.

MARTHA NELSON THOMAS

Doll Maker

In 1976 Martha Nelson Thomas exhibited soft sculptured dolls that she made (her original creations) during an Arts and Crafts Fair held in Berea, Kentucky. A Georgia shopkeeper by the name of Xavier Roberts saw her dolls, liked them, and purchased several. Mr. Roberts later marketed dolls which looked very much like Mrs. Thomas' dolls. He named them "Little People." The popularity of these dolls greatly increased, which resulted in Mr. Roberts licensing COLECO Industries, a toy manufacturer, to mass produce the dolls. COLECO produced these dolls under the name of "Cabbage Patch Kids."

Martha Nelson Thomas filed a lawsuit against Xavier Roberts for stealing her original doll creation/design.

In the fall of 1984 Mrs. Nelson made national news with the settlement of her lawsuit against Mr. Roberts.

Mrs. Nelson still makes dolls and has a line of "Doll Baby" heads which can be purchased with a pattern to make a cloth sculptured body.

DYER JOHNSON'S HOUSE[1]

The old Johnson home at 1018 Maple Ash Avenue has a story which is unmatched by any other place in the county, so far as I know. Dyer Johnson built this house in 1853 for a wife whom he purchased for $300--and the sale was duly recorded in the deed books at the Maury County Courthouse.

Dyer was born 1810 in Tennessee in those days known as "in Paul's time," the phrase used by former slaves in later years to refer to the days of slavery. He was owned by a Dr. Johnson, who lived near Godwin, and had been trained as a carpenter. His owner often hired him out to others, but in Paul's time the wages were paid to Dyer's owner, who sometimes gave a small portion to Dyer. Johnson carefully saved his earnings and was able to purchase his freedom sometime before 1850 as he is listed as a free man of color on the 1850 census of Maury County.

Dyer's wife, Elizabeth, was owned by Nancy White of Columbia and for a time Dyer was allowed to visit her. These visits were frowned upon by Elizabeth's owner. Slave owners objected to free men on their property as it disrupted plantation routine as well as would put the idea of freedom in the heads of those still in slavery.

So Dyer offered to buy Elizabeth. The sale was finalized on May 10, 1852 and Elizabeth then became his property. Her former owner guaranteed in the bill of sale that Elizabeth was "a healthy and sound woman."

Nancy White, however, would not permit Dyer to remove Elizabeth until he had bought a small plot and had a house to which he could take his wife. In 1853 Dyer bought the lot on Maple Ash for $50 and built a log house. Although additions have been made to the house through the years, the original log portion is intact.

The deed to this plot describes the land here as being at "the head of the Burns Spring."

In October, 1843, Mt. Lebanon Baptist Church was organized by Edmund Kelly, Dyer Johnson, Richard Sanderson, Reuben Polk, Demps Cherry, Annie Cherry, and Eliza Webster. This church was the first Baptist church for Negroes in Tennessee according to the church's history. Kelly was the first minister and Johnson was the first deacon.

---

[1] Jill K. Garrett, "Dyer Johnson's House," The Daily Herald (Columbia, TN) 27 July 1974. Used with permission.

The little band of worshippers bought the lot at 1020 Maple Ash on which to build their first church. The total purchase price came to $100, and Dyer Johnson gave $60 of this amount. Years later when a new church was built on Eighth Street, Dyer's son, Robert, bought the old church ground and building. Timbers from the old church were used in the construction of his house which still stands next to Dyer's home.

During the Reconstruction, a school was conducted in the church for freed slaves. The Ku Klux Klan ordered the teacher to disband the school. The teacher refused, but from then on he brought a gun to school with him for protection. However, one day he got word that the "night riders" were coming to hang him, and he left town.

When the masked men arrived at the church, they found Dyer in the house next door and assumed he was the teacher--or he was the only one handy. They dragged him out and had the rope around his neck preparing to lynch him. A crowd gathered.

A neighbor, Joe Fussell, was in the crowd and recognized Dyer. He yelled out in a horrified voice, "You've got the wrong man. Turn Dyer loose. He's a good man."

Dyer and Elizabeth were the parents of at least four children--their first child named Edmund Kelly Johnson died in 1871 at the age of seventeen. The two surviving sons, Robert G. and J. W., both graduated from college and were educators for more than forty years each. Robert G. Johnson was principal of College Hill for a time. They also had a daughter who married a Baptist minister.

Sometime after 1871 Dyer Johnson died, and Elizabeth lived on in their home into the 1890s. They are both buried in Greenwood Cemetery but the exact location of their graves there is not now known.

Dyer's grandson, Lyman T. Johnson of Louisville, Kentucky, recently wrote an article, "My Family Tree" for the magazine Black Scene. He retold the story of Dyer and Elizabeth in an effort to encourage other blacks to look back into their family history and to preserve their traditions and history.

Today there seems to be an awareness of black family history. One of the current best sellers is Roots, the story of one man's attempt to trace his family. He was successful and was able to locate the village in Africa where his ancestor lived.

A CHAMPION OF DIGNITY[1]

> Louisville's Lyman Johnson learned at his father's knee not to settle for the "buzzard's roost." He has devoted his life to fighting second-class citizenship wherever he found it.

"Don't sit in the buzzard's roost." That's what my daddy told me when I was a boy down in Columbia, Tennessee." It's been more than 60 years, but Lyman T. Johnson remembers vividly his father's orders not to go to the movie theater in his hometown.

In those days black people had to sit in the balcony. Perhaps because his father kept him from sitting in the buzzard's roost, Lyman Johnson grew up to be a man of principle, the first black student at the University of Kentucky, and now the proud owner of an honorary doctorate from that university.

Johnson's father was a rock-hard man of principle. "My daddy used to say to me, 'If I catch you going down that back alley to go up those back stairs to get to that balcony, I'm going to kill you!' So I never saw one of those silent Western films other children were talking about at school. Their parents didn't seem to mind if they went up the back way and sat in the balcony. I saw my first movie when I was 19 and was attending school in Knoxville. There I went to an all-black theater where I could sit anywhere I wanted to. But I can still hear my daddy saying down in Columbia, 'It's wrong to go down that alley. Lyman, don't let the white people degrade you that way. I didn't raise my children to sit in the buzzard's roost.'"

Sitting in the buzzard's roost has never been acceptable to Lyman Johnson. This principle has been a guiding light throughout his life. It has caused him to reject second-class citizenship whenever and wherever he found it. After he was established as a teacher in Louisville's Central High School years later, it was this principle that made him object to the blacks-only balcony at Memorial Auditorium.

"In those days," he says, "we had what they called a music-making series there. White and black children would be bused to the concerts on Friday afternoons. The white children sat on the first floor. Black children were required to sit in the balcony. I didn't like it. I'd say to my students at Central, 'When I was a kid back in Tennessee, my daddy taught me not to go up to the balcony. If any of you go up there, you are a step down from what I had when I was a child.' And they wouldn't go. I was called on the carpet by the school officials. They said I was preventing the black children from having a 'cultural experience.' Well, I blew my top. I said, 'How in the world can any so-called cultural experience overcome the degradation of being forced to sit in a segregated balcony!'"

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[1] Wade Hall, "A Champion of Dignity," The Courier-Journal and Louisville Times, 13 May 1979, Magazine sec. Used with permission of Dr. Wade Hall, Bellarmine College, and The Courier-Journal and The Louisville Times.

Another time Johnson attacked a local meeting of the National Conference of Christians and Jews at Memorial Auditorium because blacks had to sit in a reserved section. "I said in a letter I wrote to The Courier-Journal that if this was a foretaste of heaven, I'd take my chances in hell. There at least everybody is equal in his suffering."

As president of the Louisville Association of Teachers in Colored Schools from 1939 to 1941, Johnson became involved in a fight to get equal pay for black teachers. "At that time it was school policy that black teachers in Louisville receive 15 percent less salary than white teachers," he recalls. "Because in other places blacks were receiving 35 percent or 45 percent less, a lot of people here thought we should be satisfied. With the help of the New York office of the NAACP and legal counsel from Thurgood Marshall and with Miss Valla Dudley of Jackson Junior High School as plaintiff, we prepared to sue for equal pay. We settled out of court, and in the fall of 1941 all teachers--black and white, male and female--were for the first time paid according to the same scale. Before that, women were paid $200 a year less than men."

After that victory Johnson and colleagues continued to press for racial equality in Kentucky education. "In 1942 a group of us started meeting and planning strategy to break down college-level segregation in Kentucky. We began looking for a smart young person to be plaintiff in our test case. Then when the war heated up, I was drafted into the Navy. We shelved our plans till after the war. In 1946 we started in again, and in 1947 we got a teacher at Jackson Junior High School to say she'd try to go to the U of L for summer school to test their segregation rule. But when her name and picture appeared in The Louisville Defender, she withdrew from the case.".

Finally, toward the end of 1947 several people said to me, 'Lyman, you're a G.I. You're eligible for educational benefits. You could take some refresher courses at the University of Kentucky. Why don't you go?'

"Well, I thought up all the excuses I could. I said, 'I already have a master's degree. And a Ph.D. won't help me in high school. I am 40 years old and I have a wife and two children.' They said, 'You're afraid to go! You're scared of those Southern white professors!' So what could I do? I agreed. With the help of the NAACP and a lot of other people, we went to trial. On March 30, 1949, Federal Judge H. Church Ford decided in our favor and the University of Kentucky graduate school was open to blacks for the first time. In the summer of 1949 I was one of 31 black graduate students who studied there!"

Johnson's zeal for black rights has deep roots. All four of his grandparents were once slaves and had no rights. Dyer Johnson, one of his grandfathers, was a carpenter and managed to save enough money from extra work to buy himself. Then on May 10, 1852, he bought his wife, Elizabeth, from her owner.

Closely connected with the Johnsons' love of freedom is their thirst for education.

So far as Lyman Johnson knows, not one of his grandparents could read or write. Dyer Johnson probably could not have read the document (still in Lyman Johnson's possession) showing that he had bought and had clear title to his wife. "Nevertheless," his grandson says, "he was no dummy. He could build houses. With my master's degree I couldn't do that. Many a slave may have been unlettered but not unlearned."

The first formally educated member of Johnson's family was his father, who held a degree from Roger Williams University, a school Northern Baptists founded in Nashville after the Civil War. Although Johnson is sometimes critical of the weak role the white Southern churches played in the movement for the abolition of slavery and for civil rights, he is careful to credit the Northern churches that founded schools and colleges in the South to educate the freedman. "They knew that knowledge was the key to the black man's progress. And Northern church people exposed themselves to ridicule and poverty to come south to help the ex-slave get the key to progress--the more knowledge, the more keys." Johnson's father was principal of College Hill School, the school in Columbia that held all eleven grades for blacks under one roof.

Like most Southern towns and cities, the Columbia of Johnson's youth was rigidly segregated. He could not use the public library. He could not eat in the "white" restaurants. He could drink from only one courthouse fountain--the one marked "Colored." He could not try on clothes or shoes in retail stores. When he took a bus or train out of town, he had to sit in a special section. And he could not attend the state university that his tax money helped support.

Despite these handicaps of race, however, Johnson completed high school at Knoxville College, a prep school and college for blacks supported by Northern Presbyterians. Then he attended all-black Virginia Union in Richmond, a college supported by Northern Baptists, where he later received a degree in Greek. He had his first integrated educational experience at the University of Michigan, where he earned his master's degree in history in 1931. He was offered a teaching job back in Columbia but refused it. The official salary for black teachers was exactly half that for whites. Instead, Johnson continued graduate study for awhile. But the Depression was deepening, and he had to work.

Unfortunately, no jobs were available. "I couldn't even get a job as a porter. Then in the spring of 1933 a teacher resigned unexpectedly at Central High School in Louisville." Johnson and 31 other teachers applied for the opening. Johnson got the job and stayed for 33 years.

In 1933 Louisville was no Mecca for a black man from Tennessee. The new history teacher at Central soon discovered that he could not go to the Fourth Street theaters. He could not eat at the downtown lunch counters or restaurants. The Brown Hotel was off-limits to him--unless he was a janitor or waiter. He had to sit in a special section if he attended events in Memorial Auditorium or the Louisville Armory (now Louisville Gardens). Most Louisville homes, offices, and public places were open to him only if he were present as a servant. And he could not attend the state university in Lexington. Blacks in Kentucky were allowed to attend Kentucky State College in Frankfort or Louisville Municipal College.

But Rome was not built in a day or the walls of official racism razed in a year. In the meantime (in 1936), Johnson married a childhood friend, Juanita Morrell, whose father had been the only black mail carrier in Columbia, Tenn. "Her father, because he had a federal job," Johnson says without bitterness, "made more money than my father who was principal of the Negro school." In 1937 their daughter Yvonne was born. She holds degrees in psychology from the University of Louisville and from Ohio State. She has worked in medical clinics in Indianapolis and Philadelphia, where she now lives with her husband, the vice-president of an insurance company. Her 8-year-old son is Johnson's only grandchild. The Johnsons' son, Lyman Morrell, now in his mid-30s, received degrees from U of L, and from the University of Kentucky. He works for Honeywell near Philadelphia.

Almost all of Johnson's professional life has been spent in Louisville--33 years in a classroom at Central High School and 7 years as assistant principal at Parkland Junior High, Manley Junior High, and at Flaget High School. Does he have any regrets about his career as a teacher? Not at all. "I don't cry over spilt milk. It's a waste of your life to worry about what might have been. It's possible that I might have been more successful in some other field. I had the opportunity to study theology at Yale. I might have made a pretty good preacher. If I had studied sociology at Iowa, I might have made a pretty good sociologist. Or I might have done well as a lawyer. And if I hadn't campaigned so hard--or so stubbornly--for certain principles in my chosen field and fought the establishment, I might have risen higher in education. I might have made a good principal. But I'm sure my controversial activities hurt my chances for promotion. So I decided to be the best teacher I could be. I tried hard to stimulate young black people to be something--at times when the future looked so dismal for them."

Like all good teachers, Johnson enjoys seeing his students succeed--and he enjoys being complimented by them. "In my old days," he says, "I am vain enough to like it when my former students tell me I helped them along. And sometimes it's been in ways I never dreamed. Just the other day a girl came running up to me on the street, hugged me and said, 'Mr. Johnson, I just want to thank you for what you did for me when I was a student at Parkland. If you hadn't put that paddle across my tail the way you did, I don't think I'd ever have amounted to anything.' That girl went on and finished high school and now has a good-paying job in a government office--where at the very time I was paddling her tail they weren't hiring Negroes. But, you see, when the doors were finally opened, she was ready. It makes me feel good to know I had a part in that."

Education has always been the gospel for the black man and woman. But Johnson says that it's now more important than ever because more and more opportunities are open to blacks. "My advice to young blacks today is not really new. Get all the education you can. Concentrate in an area so that you can be an expert in it. But take liberal arts courses so that if your specialization becomes obsolete, you can make a transition to something else. But, above all, be prepared for your opportunities. A job is not really open to you if you're not prepared for it."

Integration has raised the level of education for the black students, Johnson says, but it has also benefited whites. He explains, "If a white person eats a slice of bread off one loaf and a black person eats a piece off another loaf, both persons will wonder if his loaf is as good as the other one. Even if they are from the same batch, both people will be suspicious of each other. And the fact is, of course, that usually the two loaves are not the same quality. Facilities at Kentucky State College, for example, were never as good as they were at the University of Kentucky. You see, for generations facilities were truly separate but they were not truly equal."

Johnson says there are other benefits, too. "Integrated education shows a white person that just being white doesn't make him automatically superior. Blond hair, blue eyes and a pale face don't give him a head start. I feel sorry for the white boy on a sports team who is shocked when he suddenly discovers that he's not as good an athlete as a black boy. Blacks and whites should be told this: 'You may be good, but you're good because you're good and not because you're white--or black.' And I don't say that 'Black is Beautiful.' I say that black may be beautiful, just as white may be beautiful. A person's race has nothing to do with it. You see, segregated education is not a good preparation for life.

Integrated education helps people learn to evaluate each other on merit--not on some irrelevant factor like race."

Even a short conversation with Lyman Johnson reveals his high regard for education and educators. A list of black heroes, he says, should include a large number of educators. And he can reel them off, like one of his students reciting the presidents: historian John Hope Franklin of the University of Chicago; President Benjamin Mayes of Morehouse College in Atlanta; President Charles S. Johnson of Fisk University in Nashville; Carter G. Woodson, a pioneer in the fight for educational rights for blacks; Rayford W. Logan and Mordecai Johnson, both of Howard University. Kentucky, he says, also has its share of progressive black educators: R. B. Atwood, retired president of Kentucky State University; Lucy Harth Smith of Lexington, an elementary school principal; and a host of Louisville-based educators: Atwood S. Wilson and W. B. Matthews, former principals of Central High School; the late Maude Brown Porter, a teacher and assistant principal at Central; the late Lucy N. DuValle, an elementary school principal; William H. Perry Jr. and Sr., father and son who served many years as elementary school principals, and A. B. Meyzeek, who was for many years principal of Jackson Street Junior High School--since renamed Meyzeek Middle School. And lest his list of educators neglect the classroom teacher, he adds the name of Miss Bea Gordon of Columbia, Tennessee, "who taught me English grammar so well when I was a boy I've never forgotten it."

Johnson also had known many outstanding white educators. Among those are two of the professors who taught him the summer he attended the University of Kentucky under court order. "Now that I think about it," he says, "it seems appropriate that I took a seminar in pre-Civil War Southern history under Dr. A. B. Kirwan and a course in constitutional law under Dr. [Ernest G.] Trimble."

Although 30 years have passed, Johnson remembers in graphic detail the day the judge handed down the decision that allowed him to attend the University of Kentucky. "The day we won the case we went down to Dr. Bush Hunter's home in Lexington to celebrate. It was about 2 in the afternoon, and we were all hungry. Somebody said there was a little Negro restaurant nearby. So I took everybody's order for sandwiches--there were 18 of us, lawyers and well-wishers--and went down to that little cafe. I decided to double all the orders and that just about cleaned the little place out. They even had to send out for more food. It took about 40 minutes to make up my order, and while I was waiting I overheard some people in a corner talking about the trial. One of them said, 'I don't see why that Louisville nigger came up here to upset the relationship between us and the white folks here.' I waited by the counter and didn't say a thing. As I was paying for my order, the waitress said to me, 'You don't live here, do you? Where do you live?' When I said Louisville, she asked, 'Do you know that man who's coming over here messing around and disturbing us folks here--making it hard on us black people?' I said, 'What's his name?' She said, 'I think his last name is Johnson. He's a school teacher down at Louisville.' I said, 'Yeah, I know him.' Then she said, 'Well, why don't you take him out somewhere and beat the devil out of him.' I said, "I might not want to do that. You don't know that man, do you? I might not want to jump on him.' 'Why?' she said. 'are you afraid of him?' I said, 'No. Because I am Lyman Johnson.' Everybody stopped talking and turned toward me with embarrassed looks. I said, 'Don't worry. White folks have said meaner things than that.' Then I took our sandwiches on back, and we celebrated our victory."

A few weeks later he arrived on campus as a student. "I was fairly well convinced that most of the white people didn't want me there. But not one person showed me any offense during the eight weeks I was there. They all behaved like ladies and gentlemen. No one openly shunned me. There were, however, reserved signs all over campus--in the library, the cafeteria, even the rest rooms. When I saw a sign on an empty table in the cafeteria that said 'Reserved for Negroes,' I turned it over and sat down. Finally, I complained to Dr. H. L. Donovan, the president of the university. I said, 'Dr. Donovan, I don't deserve to have places reserved for me all over campus.' The signs soon disappeared. Dr. Donovan was a good man. He said to me, 'Lyman, I've wanted you to win your case all along. I couldn't say that in public because I'm employed by the State.'"

Johnson had a wife and family to support and returned to his job at Central at the end of summer school. The doctorate he sued the university to allow him to begin was left unfinished.

Thirty years later the University of Kentucky board of trustees completed his doctorate for him. They approved a recommendation that he be given an honorary doctor of letters degree. Shortly after the award was announced, Johnson began receiving letters and notes of congratulations from all over the country. Calling him a "doctor of humanity," a former Louisvillian now living in Maryland wrote that Johnson was "honoring the University of Kentucky by agreeing to accept the doctorate." From Cleveland he received this tribute: "Your keen insight into community problems . . . and wise counsel have been of great benefit to Kentucky as well as Black people throughout the nation."

But Johnson is quick to point out that progress in human rights has been the work of many people over a long period of time. No one person, he says, locally or nationally, can be given exclusive credit for the work that has been done for black people. Not W. E. B. DuBois or Booker T. Washington or Thurgood Marshall or Martin Luther King. Or in Louisville, Lyman T. Johnson. "In Kentucky," he says, "we have always worked as a team. No one person could do anything by himself."

The honors now coming Johnson's way, however, help to make up for the years of sacrifice and harassment. "Since 1938 I have regularly received anonymous threats by phone and letter. One time shots were fired in the street outside my house."

Johnson has one major regret now. "I am sorry that my wife isn't here now to share the honors. She suffered with me through the hard years. Sometimes--maybe after an obscene phone call--she'd say, 'Lyman, why do you keep on?' And sometimes I'd wonder too. But I'd say, 'Darling, that's part of what we're here for.'" Juanita Johnson died in 1977 of muscular atrophy. For almost a year before her death--and despite his own worsening arthritis--Johnson nursed her at their home of some 30 years on Walnut Street (now Muhammad Ali Boulevard). "Yes, I miss her very much, even now. And sometimes I can feel her presence here. The kids called her Mother. I called her Mama. Sometimes I say now, 'Mama, you can't fuss with me anymore.'"

Since his retirement Johnson has continued to live alone in the comfortable shotgun house he has remodeled and painted in his spare time through the years. Occasionally, a nephew, Thomas F. Blue, Jr., stays with him. He does his own housekeeping and cooking. He keeps in close touch with his daughter and son in Pennsylvania. And he maintains a schedule that would tire a man half his age and in the full bloom of health. He is still active in several organizations. He serves as deacon at Plymouth Congregational Church. He still belongs to the local NAACP chapter, which he headed for six years. "I keep busy," he says " and that keeps me from getting down in the dumps." One recent Tuesday he attended five meetings of various kinds--several of them connected with his position as a member of the Jefferson County Board of Education, to which he was elected in the fall of 1977. "Of course," he says, "as a board member I am an advocate for black children. But mine is not a black vote. I would cheapen my effectiveness if I voted for anything for blacks that is not also good for whites. I want to see that the quality of education is raised for all children--black and white."

What are Johnson's plans for the future? "I just want to wind down now," he says. "Recently, I was in a plane when the pilot announced that we were 31,000 feet in the air and that we should fasten our seat belts and get ready for the descent. That's me now. I just hope for a safe landing--whenever that may be."

The world that Lyman Johnson lives in now is radically different from the one he was born into 72 years ago in Columbia, Tenn. Or the one he moved into when he came to Louisville in 1933. It was only 30 years ago that the University of Kentucky admitted its first black student. Yesterday, the university honored that first student with an honorary doctorate in letters. Lyman T. Johnson didn't complete the course work he started in the summer of 1949 or write a dissertation to earn his new degree. He earned it the hard way--by saying no to second-class citizenship. Today American citizens sit in theater balconies because they want to--not because they're black. Dr. Lyman T. Johnson helped make that happen.

LOUISVILLE'S BUSINESSES

Fact Sheet

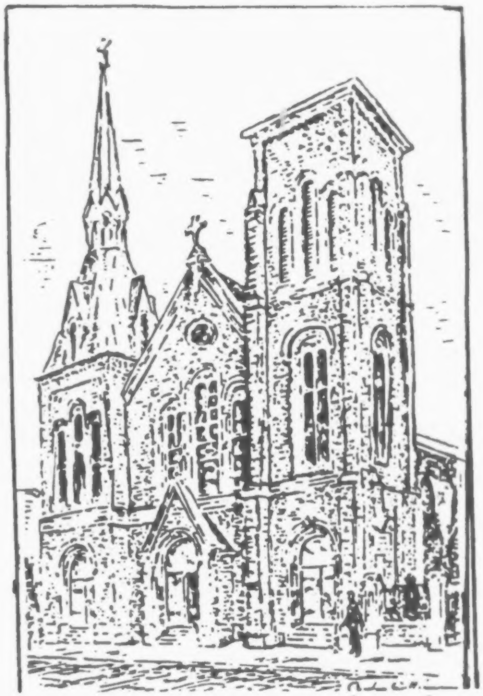
The following is an overview of the business profile of Louisville as of 1984.

	Percent
Wholesale/Retail	23.7
*Manufacturing	23.0
Service (medical, banking, janitorial, excluding domestic)	21.1
Government	14.0
Finance, Insurance, Real estate*	6.7
Transportation, Communication, Utilities	5.6
Construction	5.3
Others	0.5

The above information was supplied by the Louisville Chamber of Commerce, January 14, 1985, and should be updated yearly.

*This includes such factories as E. I. DuPont, Goodrich, American Synthetic, and others of the Rubbertown facility.

Christ Church Cathedral[1]



History

Christ Church, founded on May 31, 1822, was completed in 1824, and is the oldest church building in Louisville. The original structure was built according to a modified Federal Meetinghouse design. The present building preserves much of the structural fabric of the original building, as well as a series of interesting 19th century additions and alterations. The 1870 facade of the Church seems to have set the pattern for Old Louisville Protestant Churches, with their two asymmetrical towers, predominantly English Medieval sources, and the use of local limestone.

The historic nature of the Cathedral was recognized in August, 1973, when the United States Department of the Interior announced that Christ Church Cathedral had been named to the National Register of Historic Places. It was designated a Louisville Landmark by the local Landmarks Commission in 1978.

Christ Church Cathedral is not only Louisville's oldest church still in use, but also serves a triple function today: (1) as a parish Church; (2) as a Cathedral with broader responsibilities as the "Mother Church" of the Diocese of Kentucky and the Seat of the Bishop; and (3) as a downtown Church in metropolitan Louisville, using its full facilities as a meeting place for numerous community organizations.

Tours of the Cathedral can be arranged by contacting the secretary at the Cathedral or by calling 587-1354. Information concerning schedules of services and other activities can be obtained by calling the above telephone number, day or night.

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[1] Christ Church Cathedral Brochure. Louisville, KY: Christ Church Cathedral, 1985. Used with permission.

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KENTUCKY HISTORY STRAND

OBJECTIVES

Names Indian tribes living in the Kentucky region.

Describes dependence of Indians on their environment.

Discusses Indian cultures of the Kentucky region (religion, family practices, art).

Identifies reasons for exploring/surveying/hunting in Kentucky region.

Discusses lives of famous explorers/surveyors/hunters.

Describes impact of accomplishments of explorers/surveyors/hunters.

Describes how and why settlers arrived in the Kentucky region.

Discusses importance of the Ohio River to early settlement.

Describes pioneer life of settlers in Kentucky area.

Identifies the meaning and origin of Kentucky's name.

Describes reasons why Kentucky sought independence from Virginia.

Compares Kentucky's original Bill of Rights with today's amended document.

Describes Kentucky's population at the time of the Revolutionary War.

Describes the involvement of Kentuckians in the Revolutionary War.

Describes how the outcome of the war affected Kentucky.

Describes issues leading to the Civil War.

Describes slavery in Kentucky.

Describes the long-term effects of slavery/Civil War on the history of Kentucky.

Identifies meaning of term reconstruction.

Describes the effect of the 13th, 14th, and 15th amendments on slavery in Kentucky.

Analyzes the economic, social, and political climate of the Reconstruction Period in Kentucky.

Describes Kentucky's transformation from primarily an agricultural state to a mixed agricultural/industrial/manufacturing area.

Describes the impact of modern means of transportation on Kentucky's population and political centers.

Discusses relationship between Kentucky's recent emphasis on industry/manufacturing and today's depressed job market.

Identifies major agricultural products of Kentucky.

Discusses the kinds of livestock raised in Kentucky.

Describes Kentucky's tobacco agribusiness: politics, taxation, jobs, and subsidies.

Identifies major products manufactured in Kentucky.

Describes how and where selected major products are manufactured.

Relates the demand for specific products to availability of jobs in Kentucky.

Describes kinds of horses bred in Kentucky.

Identifies reasons why Kentucky is well suited for horse breeding.

Describes the effects of horse breeding and racing on Kentucky's economy.

Describes the growth of public education in Kentucky.

Relates the economic status of the state of Kentucky to its support of education.

Describes the effects of the Civil Rights movement on education.

Identifies symbols which represent the state of Kentucky.

Identifies when and why state symbols are used.

Discusses the history of state symbols.

Discusses histories of Kentucky counties.

Discusses the purpose of recreational areas/historic sites.

Discusses the kinds of recreational areas/historic sites available in Kentucky.

Locates major recreational areas/historic sites on Kentucky maps.

Describes the practical arts of Kentucky.

Describes the fine arts of Kentucky.

Describes the performing arts of Kentucky.

STRAND Kentucky History

LEARNING Earliest Kentuckians

VOCABULARY: Indian, tribes, environment, culture, Kentucky, governor, bill, treaty, chief, representative, council, House, legislature, powwow, meeting

OBJECTIVE	TASK ANALYSIS
Names Indian tribes living in the Kentucky region.	1. Names various Indian tribes of Kentucky. 2. Names various regions/areas where the Indians of Kentucky lived.
Describes dependence of Indians on their environment.	1. Discusses activities which helped Indians to survive. 2. Discusses the interrelationship between the Indians and the environment.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students make a poster listing names of Indian tribes of Kentucky (early years), e.g., Shawnee, Iroquois, Cherokees, Chickasaw, Creek, Mohawk. Have students to put an X mark on a Kentucky outline map to show areas of past Indian residence (see maps at end of this section). Have students list skills which helped the Indians to survive, e.g., hunting, fishing, farming, using herbs/roots for healing, negotiating treaties/truces/intertribal agreements, reading weather signs. Have students discuss why Indians depended on the environment for food, clothing, and shelter. Have students discuss ways in which Indians worked to preserve the environment.	Clay, Thomas D. Kentucky: Land of Contrast. New York: Harper & Row, 1968. (T) Science/Social Studies 041--Living in Kentucky. Louisville, KY: Jefferson County Public Schools, 1981. (T, E) VanHook, Joseph. The Kentucky Story. Norman, OK: Harlow Publishing Co., 1974. (T) Information Sheet, "Early Indian Tribes, Culture Areas, and Linguistic Stocks." Work Sheet, "Outline Map of Kentucky."
Have a student write to Murray State University's Archaeological Department to acquire information concerning the school's study of the ancient burial mounds at Wickliffe, KY. Have students determine the kinds of information learned about Indians who lived approximately 1,000 years ago.	"Ancient Burial Mounds Reveal Lost Secrets." The Kentucky Reader, 22 April, 1985, Vol. 2, No. 25, p. 3. (Weekly student-oriented magazine featuring things old and new about Kentucky)

STRAND Kentucky History

LEARNING Earliest Kentuckians

VOCABULARY: Indian, tribes, environment, culture, Kentucky, governor, bill, treaty, chief, representative, council, House, legislature, powwow, meeting

OBJECTIVE	TASK ANALYSIS
Discusses Indian cultures of the Kentucky region (religion, family practices, art).	1. Describes Kentucky's Indian cultures.
	2. Compares likenesses/differences among tribes.

COURSE Social Studies

ACTIVITIES

Have students research the cultures of various Kentucky Indian tribes, e.g., religious beliefs and practices, forms of government, child rearing practices, family structures, methods of artistic expression, social activities, relationships with other tribes.

Have students compose the social, political, and cultural likenesses and differences among various Kentucky Indian tribes. Have students make a chart outlining this information.

Have students compare the governmental structure of a selected tribe to the governmental structure of the state of Kentucky. (Use summary charts at the end of this section.)

MATERIALS

Adopted Texts:
"Indians Roamed Kentucky 15,000 Years Ago." The Kentucky Reader, 10 September, 1984.

Living in Kentucky, pp. 55-71. (highly recommended for teacher reference use elementary through high school)

Social Studies 040--Kentucky Studies and Regions of the United States. Louisville, KY: Jefferson County Public Schools, 1985.

Materials from The Filson Club

Work Sheet, "Indian Summary Chart."

Work Sheet, "Summary Chart for Kentucky History."

STRAND Kentucky History

LEARNING Early Explorers/Surveyors/Hunters

VOCABULARY: explorer, surveyor, hunter, game, land, trade, fur, expansion, pelts, accomplishments, honor, courage, government, trails, treaty

OBJECTIVE	TASK ANALYSIS
Identifies reasons for exploring/surveying/hunting in Kentucky region.	1. Gives reasons for exploration in Kentucky.
	2. Describes importance of Kentucky to surveyors and hunters.
Discusses lives of famous explorers/surveyors/hunters.	1. Lists famous Kentucky explorers.
	2. Researches the lives of explorers, surveyors, and hunters in Kentucky history.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students research information on reasons why Kentucky was explored, e.g., acquisition of land, westward expansion, salt licks, water routes. Have students make a chart of the animals whose pelts were sought. Have students determine why pelts were an important commodity. Have students determine the job of a surveyor and a surveyor's importance to a government. Have students determine why surveyors came to Kentucky.	Wilkie, Katharine E., and Moseley, Elizabeth R. Kentucky Heritage. Austin, TX: Steck-Vaughn Company, 1980. (M, H)
Have students review books about Kentucky's history and list names of notable persons. Have students research the lives of famous explorers, surveyors, and hunters; for example, a. Christopher Gist b. George Rogers Clark c. Daniel Boone d. James Harrod e. Dr. Thomas Walker. (See the fact sheet on Daniel Boone at the end of this section.)	Powell, Robert A. Kentucke: The Story of a Proud Heritage. Lexington, KY: Kentucky Images, 1977. (E) Living in Kentucky, pp. 39-46. Harding, Margery Heberling. George Rogers Clark and His Men. Frankfort, KY: The Kentucky Historical Society, 1981. (charts and reproductions of early documents) Information Sheet, "Kentucky History--Daniel Boone."

STRAND Kentucky History

LEARNING Early Explorers/Surveyors/Hunters

VOCABULARY: explorer, surveyor, hunter, game, land, trade, fur, expansion, pelts, accomplishments, honor, courage, government, trails, treaty

OBJECTIVE	TASK ANALYSIS
Describes impact of accomplishments of explorers/surveyors/hunters.	1. Discusses results of exploration.
	2. Speculates on the outcome of Kentucky without early exploration.

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students determine from their research the outcome of exploration in Kentucky, viz.,

a. establishment of fur trading
b. settlement (Harrodsburg)
c. route to West
d. skirmishes over territory
e. treaties
f. statehood.

Have students make a chart which lists the contributions of selected explorers, surveyors, or hunters, e.g.,

Individual	Vocation/ Avocation	Contributions
George Rogers Clark	Surveyor/ explorer	Founded Louisville and opened route to St. Louis, opening way to west

Have students speculate on the outcome of the Kentucky area if exploration as it was had not taken place, e.g., may have had several French colonies, industry may have started much later, may have had smaller cities than Louisville and Paducah.

STRAND Kentucky History

LEARNING Early Settlement Life

VOCABULARY: transportation, river, horse, foot, boats, wagon, farmer, trader, furrier, mule, sled, merchants

OBJECTIVE	TASK ANALYSIS
Describes how and why settlers arrived in the Kentucky region.	1. Lists settlers' forms of transportation. 2. Describes why settlers came to Kentucky.
Discusses importance of the Ohio River to early settlement.	1. Identifies the Ohio River. 2. Describes the importance of the Ohio River.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students create clay models of early forms of transportation used by settlers, e.g., horse, river boat, covered wagon. Have students discuss how settlers traveled by foot. Have students hold "mock" interviews with each other, pretending to interview early settlers to discuss reasons for settlement in Kentucky.	Schwendeman, Joseph R. Geography of Kentucky. Lexington, KY: Kentucky Images, 1979. (E) Arnow, Harriette Simpson. Seedtime on the Cumberland. Lexington, KY: University of Kentucky Press, 1983. (a history of early Kentucky--covers Indians, woodspersons, first settlers, as well as history)
Have students locate the Ohio River on maps. Have them find the state of Kentucky. Have students discuss the Ohio River in light of its importance to early Kentucky settlements, e.g., water route to interior from the East and the South (New Orleans), Falls of Ohio form natural boundary, source of water/food/protection.	______. Flowering of the Cumberland. Lexington, KY: University of Kentucky Press, 1984. (a history of early Kentucky--covers sex roles, families, industry, and crops, as well as history per se)

STRAND Kentucky History

LEARNING Early Settlement Life

VOCABULARY: transportation, river, horse, foot, boats, wagon, farmer, trader, furrier, mule, sled, merchants

OBJECTIVE	TASK ANALYSIS
Describes pioneer life of settlers in Kentucky area.	1. Discusses various life styles of pioneer individuals.
	2. Describes daily life of pioneer persons.
	3. Describes relationship of pioneers with Indians of the area.

COURSE Social Studies

ACTIVITIES	MATERIALS
Arrange on-site visits to historic sites in Kentucky, e.g, Harrodsburg, Shakertown.	Lee, Lloyd G. A Brief History of Kentucky and Its Counties. Berea, KY: Kentucke Imprints, 1981. (Available from Chapter IV Media Center, Durrett Education Center) (T, E, M, H)
Describe the lifestyles of pioneers, e.g., hunters, fur traders, farmers, merchants.	
Have students locate and read diaries kept by Kentucky settlers.	
Have students discuss why there were so few women in Kentucky when it was first settled.	
Have students discuss the life expectancy of pioneer women.	
Invite persons from the Filson Club, Blackacre, and other sources to come to the classroom and discuss pioneering women and men.	
Make site visit to Blackacre for on-site information about Kentucky pioneer life.	
Have students research information pertaining to pioneer life and report findings.	

STRAND Kentucky History

LEARNING Kentucky's Origin

VOCABULARY: name, origin, independence, Virginia, Kentucke, "Dark and Bloody Ground"

OBJECTIVE	TASK ANALYSIS
Identifies the meaning and origin of Kentucky's name.	1. Gives the name of our state. 2. Lists the original names for Kentucky.
Describes reasons why Kentucky sought independence from Virginia.	1. Describes when and how Kentucky was a part of the Virginia Territory.

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students spell our state's name.
Have groups of students research names given to Kentucky:
a. Source of Indian names
    1. Kentucky--meant Great Meadows (Iroquois)
    2. Kah-ten-tah-teh--meant Land of Tomorrow (Wyandot)
    3. Kentucky--known as the Dark and Bloody Ground because of many battles over hunting rights between tribes.
b. Spelling of state name varied
    1. Kentucke
    2. Kaintuck (Iroquois spelling)
Have students determine, from their research, reasons for the different meanings and spelling of our state's name.
	Powell, Robert. Kentucke Workbook. Lexington, KY: Kentucky Images, 1980.

Have students review JCPS adopted texts on Kentucky to determine when and how Kentucky became a county of Virginia. Have students look at a U.S. map to determine how large Virginia was when it included Kentucky.	Living in Kentucky. (E) (Could be used as reference by teachers of middle and high school levels) Travels Throughout Kentucky. Louisville, KY: Data Courier, Inc., 1976. (T, E, M, H)

STRAND Kentucky History

LEARNING Kentucky's Origin

VOCABULARY: name, origin, independence

OBJECTIVE	TASK ANALYSIS
Describes reasons why Kentucky sought independence from Virginia. (continued)	2. Lists reasons why Kentucky sought independence.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students offer reasons why Kentucky wanted to break ties with Virginia, e.g., Virginia did not offer financial aid to settlers, Virginia did not offer ammunition, Virginia did not offer troops, Kentucky was separated from Virginia by mountains/distance, Kentucky had become self-sufficient.	

STRAND Kentucky History

LEARNING Kentucky's Origin

VOCABULARY: Bill of Rights, amend, document, vote, provisions, freedom, speech, trial, property, taxation, constitution, article, protection, worship, jury, franking

OBJECTIVE	TASK ANALYSIS
Compares Kentucky's original Bill of Rights with today's amended document.	1. Gives the meaning of the "Bill of Rights."
	2. Discusses Kentucky's original Bill of Rights.
	3. Discusses the Bill of Rights of the present day.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss history/ contents of Kentucky's original Bill of Rights: a. Written in 1792 b. Included 28 provisions designated to protect rights of people 1. freedom of speech 2. freedom of worship 3. right to trial by jury 4. right of white men over age 21 to vote 5. Article IX prevented the prohibition of slavery	Living in Kentucky.
Have students determine meaning of the term amend.	
Have students determine why the Kentucky Bill of Rights was amended.	
Ask a local member of the legislature to visit the classroom to discuss Kentucky's current Bill of Rights, with reference to the following: a. Has changed very little since the first constitution b. Section 2 was added in 1850 c. Part of Section 3 added in 1891, specifies no exemption of property from taxation and the right of revocation of franking privilege d. A part added to Section 5 in 1891 stated that no man can be forced to send his child to any school to which he may be conscientiously opposed e. Section 25, added in 1891, abolished slavery.	

STRAND Kentucky History

LEARNING Revolutionary War

VOCABULARY: population, Revolutionary War, state, settlements, skirmishes, military, British

OBJECTIVE	TASK ANALYSIS
Describes Kentucky's population at the time of the Revolutionary War.	1. Describes types of people making up Kentucky's population in 1770-1780. 2. Discusses Kentucky population.
Describes the involvement of Kentuckians in the Revolutionary War.	1. Discusses Kentucky's involvement in the Revolutionary War. 2. Describes activities of the settlers during Revolutionary War.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students delineate types of people making up Kentucky's population in late 1770s, e.g., more than 20,000 settlers, various types of Indians.	
Have students determine why the population was so low for the state.	
Have students determine reasons for Kentucky's involvement in the Revolutionary War: a. All of central Kentucky was under siege by the Indians because of British encouragement. b. George Rogers Clark led a small band of men against three important British posts. He captured the posts and cut off British supplies to the Indians.	
Have students determine if Kentucky had limited involvement because of the following: a. lack of media coverage (e.g., newspaper, TV) b. sparse population c. distance from sea coast	
Have students research activities of Kentucky settlements during Revolutionary War and report the findings, e.g., clearing wilderness, fighting with Indians, farming.	

STRAND Kentucky History

LEARNING Revolutionary War

VOCABULARY: population, Revolutionary War, state, settlements, skirmishes, military, British

OBJECTIVE	TASK ANALYSIS
Describes how the outcome of the war affected Kentucky.	1. Discusses negative aspects of the Revolutionary War. 2. Discusses how the war affected Kentucky (positively).

COURSE Social Studies

ACTIVITIES	MATERIALS
Establish a panel of students and have them to describe benefits brought to Kentucky by the Revolutionary War.	
Have students chart the ways in which Kentucky was affected by the war, e.g., Kentucky separated from Virginia; Kentucky was admitted as a state June 1, 1792.	
Have students discuss how and why relationships with the Indians were futher strained during the Revolutionary War.	

STRAND Kentucky History

LEARNING Civil War

VOCABULARY: Abraham Lincoln, slavery, Jefferson Davis, segregation, Emancipation Proclamation, philosophy, economy, regionalism, sectionalism, tariffs, death, destruction, freedom, civil rights

OBJECTIVE	TASK ANALYSIS
Describes issues leading to the Civil War.	1. Lists reasons for the Civil War.
	2. Discusses issues which caused Kentucky's involvement in the Civil War.
Describes slavery in Kentucky.	1. Discusses the history of slavery in Kentucky.
	2. Describes the effect the Emancipation Proclamation had on Kentucky.

COURSE Social Studies

ACTIVITIES	MATERIALS
Establish a panel to discuss reason for the tensions between the North and South, e.g., philosophical differences between North/South, economy, sectionalism/regionalism, states' rights, high tariffs, and slavery.	Smith, Harry. Fifty Years in Slavery in the United States. Grand Rapids, MI: Clarke Historical Society, n.d.
Have students discuss the ambivalence of Kentuckians related to the following: --siding with North or South --issue of slavery --maintaining trade relations with North/South	
Have students discuss the history of slavery in Kentucky with reference to the following: a. origin b. educational policies c. housing d. food e. medical help f. family life/social life restrictions g. revenue for the state	Kentucky's Black Heritage. Frankfort, KY: Commonwealth of Kentucky, Commission on Human Rights, n.d. (T, E, M, H) (available from the school media centers and Multicultural Center at Durrett) Marrs, Elisha P. The Life and History of the Rev. ELijha P. Marrs. Louisville, KY: Bradley and Gilbert, 1885.
Read a copy of the Emancipation Proclamation and talk about its meaning.	

STRAND Kentucky History

LEARNING Civil War

VOCABULARY:	Abraham Lincoln, slavery, Jefferson Davis, segregation, Emancipation Proclamation, philosophy, economy, regionalism, sectionalism, tariffs, death, destruction, freedom, civil rights

OBJECTIVE	TASK ANALYSIS
Describes the long-term effects of slavery/Civil War on the history of Kentucky.	1. Discusses effects of slavery.
	2. Discusses effects of the Civil War.

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students determine on a map of Kentucky where major Civil War battles were fought.

Have students research individual topics about the effects of slavery/Civil War on Kentucky:

a. Jim Crow laws
b. Segregation
    1. housing
    2. education
    3. medical services
    4. transportation
    5. employment
    6. recruitment into army
c. Civil Rights movements
d. Long-term racial strife
e. Civil disturbance
f. Need for civil rights legislation

Have students produce a chart outlining the effects of the Civil War on Kentuckians:

a. Economy
b. Government
c. Family division
d. Rise of radical groups
    1. KKK
    2. Black Panthers
e. Racial attitudes
f. Loss of states rights
g. Industrialization
h. First federal income tax to pay for cost of conflict

STRAND Kentucky History

LEARNING Reconstruction

VOCABULARY: reconstruction, amendments, carpet bagger, Freedmen's bank, economic, social, political

OBJECTIVE	TASK ANALYSIS
Identifies meaning of term reconstruction.	1. Defines reconstruction.
	2. Discusses effects of reconstruction on Kentucky.
Describes the effect of the 13th, 14th, and 15th amendments on slavery in Kentucky.	1. Discusses the effect of Kentucky's 13th, 14th, and 15th amendments.
	2. Describes lack of enforcement of Kentucky's 13th, 14th, and 15th amendments.
Analyzes the economic, social, and political climate of the Reconstruction Period in Kentucky.	1. Discusses the economic climate in Kentucky during the Reconstruction Period.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students use a dictionary to learn a definition of reconstruction.	
Have students determine activities which took place throughout the state during its reconstruction period, e.g., rebuilding homes, railways, businesses.	
Have students discuss effects of Kentucky's 13th, 14th, and 15th amendments, e.g., amendments were not enforced, segregation continued, former slaves continued substandard living. (These amendments were not ratified until 1976 and were introduced by the former state Senator, Mae Street Kidd.)	
Have students determine why these amendments were not enforced.	
Have students pretend they lived during the period being studied and write imaginary letters referring to the economic problems of the Reconstruction Period: a. Kentucky lost more than $200 million in federal aid b. People could not find: 1. jobs 2. housing 3. food c. Loss of life caused long-term grief d. Property loss was high e. Banks failed f. Industries closed	

STRAND Kentucky History

LEARNING Reconstruction

VOCABULARY: reconstruction, amendments, carpetbagger, Freedmen's Bureau, economic, social, political, scalawag

OBJECTIVE	TASK ANALYSIS
Analyzes the economic, social, and political climate of the Reconstruction Period in Kentucky. (continued)	2. Discusses the social climate of the Reconstruction Period.
	3. Discusses the political climate of Reconstruction Period.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students write an imaginary diary which describes life during the Reconstruction Period, e.g., increase of drinking, family units destroyed, civil disturbances (soldiers), and rise of KKK.	Kentucky: Land of Contrast.
Have students discuss the political climate of the Reconstruction Period, e.g., carpetbaggers/ scalawags, Freedmen's Bureau, increased tax rate on personal property, people arrested for treason, and money appropriated for geological surveys.	

STRAND Kentucky History

LEARNING Kentucky on the Move

VOCABULARY: agricultural, industrial, manufacturing, transportation, population, political, job market

OBJECTIVE	TASK ANALYSIS
Describes Kentucky's transformation from primarily an agricultural state to a mixed agricultural/industrial/manufacturing area.	1. Lists reasons why Kentucky changed from a primarily agricultural state to an industrial/manufacturing area after the Civil War.
	2. Discusses changes in lifestyles because of transformation.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students give oral reports on changes which occurred in Kentucky as it progressed from primarily an agricultural state to an industrial/ manufacturing area after the Civil War: a. Southern agriculture was paralyzed; loss of laborers, land; livestock destroyed; money worthless b. Before Civil War manufacturing was done in private homes. During and after the Civil War, factories, distilleries, and coal industry grew.	
Have students discuss what jobs were available for workers as the changes in the state's economic base took place.	
Have students determine skills needed to change from an agricultural to industrial state.	
Have students determine the kinds of industries which increased as a result of slavery and the Civil War, e.g., garment (uniforms, denim), iron, railway, ammunition.	

STRAND Kentucky History

LEARNING Kentucky on the Move

VOCABULARY: agricultural, industrial, manufacturing, transportation, population, political, job market

OBJECTIVE	TASK ANALYSIS
Describes the impact of modern means of transportation on Kentucky's population and political centers.	1. Discusses the impact of modern means of transportation on Kentucky's population.
	2. Discusses impact of transportation on increasing the population in various cities of Kentucky.
Discusses relationship between Kentucky's recent emphasis on industry/manufacturing and today's depressed job market.	1. Lists Kentucky industries that have experienced economical hard times.
	2. Discusses relationships between Kentucky's recent emphasis on industry/manufacturing and the depressed job market of the early 1980s.

COURSE Social Studies

ACTIVITIES	MATERIALS
Arrange an on-site visit to the Kentucky Railway Museum. Have students give ways in which various means of transportation affected Kentucky, e.g., steamboats increased trade, railroads connected Kentucky with other states, and increased population and increased revenue. Have students determine cities in Kentucky which increased in population/size because of transportation accessibility (steamboat, railways, airlines), e.g., Louisville, Lexington, Owensboro.	Coleman, J. Winston, Jr. Stage-Coach Days in the Bluegrass. Berea, KY: Kentucky Imprints, 1976. (a very few pictures and reproductions; mostly text covering history 1800-1900) Hubbard, Harlan. Shantyboat, A River Way of Life. Lexington, KY: The University of Kentucky Press, 1953. (mostly text, a few pictures) Caudill, Harry M. The Mountain, the Miner, and the Lord. Lexington, KY: U.K. Press, 1980. (©1950-present, account of coal production in Kentucky--human interest stories) _______. Theirs Be the Power: The Mogals of Eastern Kentucky. Chicago, IL: University of Illinois Press, 1983. (history of coal mining with human interest asides, e.g., coal towns)
Discuss with the students how jobs that are dependent on industry versus jobs grounded in the service areas are faring in the depressed economy of the early 80s. Have students offer names of Kentucky industries and then critique the financial condition of these industries, e.g., coal, oil, farm equipment, assembly line factories (cars/appliances), and farming (tobacco).	Film: Coal Mining Women. 50 min. Color. Appalshop, Inc., 1984. (Documentary, available from the Multicultural Resource Center, Durrett)

STRAND Kentucky History

LEARNING Agriculture

VOCABULARY: agricultural products, livestock, crops, tobacco, taxation, subsidies, market

OBJECTIVE	TASK ANALYSIS
Identifies major agricultural products of Kentucky.	1. Lists major agricultural products. 2. Discusses how crops are used by people in their lives.
Discusses the kinds of livestock raised in Kentucky.	1. Lists types of livestock in Kentucky. 2. Discusses the economic impact of livestock in Kentucky.
Describes Kentucky's tobacco agribusiness: politics, taxation, jobs, and subsidies.	1. Lists tobacco industries in the state.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students make posters showing the major agricultural products of Kentucky, e.g., tobacco (burley), corn, hay, soybeans, grains (wheat, barley). Then have students identify uses for these crops in their daily lives.	Kentucky Agricultural statistics 1982-83. (Kentucky Crop and Livestock Reporting Service, P.O. Box 1120, Louisville, KY 40201) Published annually, free.
Arrange an on-site visit to Louisville stockyards to view the unloading of livestock. Have students name animals brought to the stockyards.	Agricultural bulletin for each county covering a period of 1909 to 1982 can be acquired through the above source.
Discuss with students the role livestock plays in the financial success/failure of farmers who raise animals, such as cattle/calves, hogs/pigs, sheep/lambs, poultry, horses/mules, and mink. See Kentucky Livestock reference materials at end of this section.	Information Sheet, "Kentucky Livestock Highlights."
Arrange a visit in the fall to a burley warehouse auction. Then have students discuss facets of the tobacco industry: a. stemming b. re-drying c. processing d. aging e. manufacturing of: 1. cigars 2. cigarettes 3. chewing tobacco 4. smoking tobacco	

STRAND Kentucky History

LEARNING Agriculture

VOCABULARY: agricultural products, livestock, crops, tobacco, taxation, subsidies, market

OBJECTIVE	TASK ANALYSIS
Describes Kentucky's tobacco agribusiness: politics, taxation, jobs, and subsidies. (continued)	2. Discusses tobacco politics.
	3. Discusses taxation of tobacco.
	4. Discusses jobs related to the tobacco market.
	5. Discusses tobacco subsidies.

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COURSE Social Studies

ACTIVITIES	MATERIALS
Discuss with students the ways in which tobacco and politics mix at state and national level: a. lobby for tobacco usage b. production of low tar/nicotine cigarettes c. impact of medical warnings printed on cigarette packages on the usage of tobacco products	Living in Kentucky--Maps, p. 165, "Kentucky Counties"; p. 155, "Natural Regions Kentucky"; p. 131, "Suggested Map: Products of Kentucky"; p. 83, "Outline of Kentucky Waterways."
Have students debate pros/cons of taxing tobacco products; major source of revenue: a. tax on tobacco sold b. tax on cigarettes	
Have students chart the jobs related to tobacco as it moves through the market/to consumer: a. farming b. warehouse workers c. buyers/sellers d. manufacturing e. wholesale/retail	
Have students discuss the tobacco subsidies program: a. state government controls amount of tobacco produced by issuing tobacco bases b. state determines how much tobacco is grown on a specified land area	

STRAND Kentucky History

LEARNING Manufacturing

VOCABULARY: products, manufactured, produced, current, chemical, plastics, services, retailing, medical, distillery, agricultural, electrical, applicances

OBJECTIVE	TASK ANALYSIS
Identifies major products manufactured in Kentucky.	1. Lists major products of Kentucky. 2. Describes uses for major products manufactured in Kentucky.

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COURSE Social Studies

ACTIVITIES MATERIALS

Have students make collages showing the major manufactured products of Kentucky:

- a. non-electronic machinery
- b. electric equipment
  - 1. air conditioners
  - 2. home appliances
- c. chemicals
  - 1. rubber by-products
  - 2. paints, varnishes
  - 3. plastics
- d. food/drink products
  - 1. meat
  - 2. dairy
  - 3. grains
  - 4. soft drinks
  - 5. distilled liquor
- e. transportation equipment
  - 1. tractors
  - 2. trucks, e.g., Ford
  - 3. cars, e.g., Corvette

Have students determine who purchases products made in Kentucky and how various products are used nationwide.

STRAND Kentucky History

LEARNING Manufacturing

VOCABULARY: products, manufactured, produced, current, chemical, plastics, services, retailing, medical, distillery, agricultural, electrical, appliances

OBJECTIVE	TASK ANALYSIS
Describes how and where selected major products are manufactured.	1. Lists where major products are produced.

ACTIVITIES	MATERIALS

Have students use a map of Kentucky and find major centers for products produced in Kentucky:

- a. non-electric machinery
  - 1. Louisville
  - 2. Maysville
  - 3. Glasgow
  - 4. Lexington
  - 5. Bowling Green
  - 6. Harrodsburg
  - 7. Madisonville
  - 8. Somerset
- b. electric/electronics equipment
  - 1. Louisville--household appliances
  - 2. Bowling Green--electric/ electrical controls
  - 3. Versailles--electronic equipment
- c. chemicals
  - 1. Ashland
  - 2. Louisville
  - 3. Paducah
- d. food/alcoholic beverages/ drinks
  - 1. distillery products
    - (a) Louisville
    - (b) Bardstown
    - (c) Frankfort
    - (d) Owensboro
  - 2. dairy products
    - (a) Louisville
    - (b) Maysville
    - (c) Bowling Green

STRAND Kentucky History

LEARNING Manufacturing

VOCABULARY: products, manufactured, produced, current, chemical, plastics, services, retailing, medical, distillery, agricultural, electrical, appliances

OBJECTIVE	TASK ANALYSIS
Describes how and where selected major products are manufactured. (continued)	2. Discusses how major products are produced.
Relates the demand for specific products to availability of jobs in Kentucky.	1. Discusses current demands for specific products. 2. Gives examples of jobs related to specific products in Kentucky. 3. Shows relation of lack of demand for specific products to employment of workers.

COURSE Social Studies

ACTIVITIES MATERIALS

    3. soft drinks
        (a) Elizabethtown
        (b) Louisville
        (c) Versailles
        (d) Lexington
        (e) Crittenden
e. transportation equipment
    1. Louisville
    2. Bowling Green

Have students discuss products, uses, economic impacts, and so forth in pointing out centers.

Have students discuss jobs held by people they know who work in industry:

a. raw materials transportation (barge, train, truck, or plane)
b. assembly line plants
c. manual labor
d. automation

Have students write personal forecasts for jobs they see in their futures. Discuss potential job creations/deletions.

Have students determine Kentucky products which will be in great demand in future, e.g., food, synthetics.

STRAND Kentucky History

LEARNING Racing Industry

VOCABULARY: horses, breed, race horse, industry, gambling, thoroughbred, standardbred, trotter, pacer, colt, Louisville, Lexington, Covington, Henderson

OBJECTIVE	TASK ANALYSIS
Describes kinds of horses bred in Kentucky.	1. Lists kinds of horses bred in Kentucky.
	2. Discusses ways in which different horse breeds contribute to economic growth and state-level social events.
Identifies reasons why Kentucky is well suited for horse breeding.	1. Lists reasons why Kentucky is well suited for horse-breeding.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students produce a class collage showing horse breeds found in Kentucky: a. Thoroughbreds b. Standardbreds 1. trotters 2. pacers c. American saddlebreds d. Arabian horses e. Quarterhorses	The Complete Guide to Kentucky Horse Country. Louisville, KY: Robert Strobe Associates, Classic Publicaters, 1981. (Pictures, individual short units, discusses breeds, Horse Park)
Have students discuss the significance of Queen Elizabeth's 1984 visit (and other royal visitors in 1985) to Lexington, Kentucky, to purchase a horse.	
Have students use drawings to show benefits found in Kentucky for raising horses: a. bluegrass is the thoroughbred's most important feed, rich in phosphate--makes strong-boned, sturdy animals b. mild climate c. smooth fields which allow colts and horses to romp about in safety most of the year d. centrally located in the eastern U.S. e. knowledgeable veterinarians f. large horse farms g. established world-wide reputation for breeding excellent thoroughbred horses	

STRAND Kentucky History

LEARNING Racing Industry

VOCABULARY: horses, breed, race horse, industry, gambling, thoroughbred, standardbred, trotter, pacer, colt, Louisville, Lexington, Covington, Henderson

OBJECTIVE	TASK ANALYSIS
Identifies reasons why Kentucky is well suited for horse breeding. (continued)	2. Compares Kentucky to other states in light of Kentucky's success in horse breeding.
Describes the effects of horse breeding and racing on Kentucky's economy.	1. Lists the effects of horse breeding on Kentucky's economy.
	2. Determines effect of horse racing in Kentucky.

COURSE Social Studies

ACTIVITIES MATERIALS

Have students determine, through research, other states which breed thoroughbreds and compare revenues earned, e.g., Florida.

Have students discuss the impact of horse breeding:

a. increased jobs (grooms, jockeys, trainers, doctors)
b. increased revenue (admissions to race, horse auctions, buyers spending in hotel/motels)
c. increased tourism
d. increased income for food and department store venders.

Have students determine, through research, revenue earned in various Kentucky cities as the result of horse racing, e.g., Louisville, Henderson, Covington, Lexington.

STRAND Kentucky History

LEARNING Education in Kentucky

VOCABULARY: public education, economic status, revenue, Civil Rights movement, federal, state, local

OBJECTIVE	TASK ANALYSIS
Describes the growth of public education in Kentucky.	1. Discusses growth of public education in Kentucky.

COURSE Social Studies

ACTIVITIES

Have students research individual topics relating to the growth of education in Kentucky:

a. Mrs. Coomes opened first school in Harrodsburg in 1775.
b. Constitution did not provide for public education.
c. Churches and private homes provided the education for students.
d. 1836--A fund was established for education of students.
e. 1838--State's first public school system (Afro-American schools were started 40 years later.)
f. 1850--Provision was made for the Common School Fund (Kentucky Constitution) and provided for election of superintendent for public instruction.
g. 1908--Legislature was known as the "Educational Legislature" and passed many school laws.
h. 1934--Legislature reorganized the school system.
i. Federal laws (desegregation and special education)

Have students discuss the following. In 1954 Kentucky had 2,700 one- and two-room schools. In 1985 fewer than ten remain in Kentucky. Have students determine the operation of a "one room" classroom and give reasons why such school programs declined. Have students discuss why and where one- and two-room schools still may exist.

Have students present one- to two-minute oral presentations on their topics.

MATERIALS

Simulation:
Education in Kentucky: Historical Confederation of Kentucky, P.O. Box H. Frankfort, KY 40601. (A simulation game about the 1849 constitutional convention)

STRAND Kentucky History

LEARNING Education in Kentucky

VOCABULARY: public education, economic status, revenue, Civil Rights movement, federal, state, local

OBJECTIVE	TASK ANALYSIS
Relates the economic status of the state of Kentucky to its support of education.	1. Discusses present educational ranking compared to other states.
	2. Lists factors which influence the increase/decrease of state and local money spent on public education.
	3. Discusses increase/decrease of state and local revenue in support of public education.
	4. Discusses the responsibility of the average citizen in supporting public education.

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students write letters requesting information on the educational ranking of the various states (e.g., dropouts, literacy level, highest grade completed in relation to salaries, money spent per pupil, taxation rates) from various organizations, e.g., Kentucky Department of Education, surrounding states' departments of education, the Courier-Journal, Federal Department of Education.

Have students discuss how the following influence monies to be spent in education:

a. taxes--attitudes based on current economic conditions
b. political campaigning
c. federal government--based on attitude of present administration

Have two students debate whether or not a person who has no school age children should be concerned about the quality of public education.

Have students suggest ways that people of all ages and walks of life can become involved with their local schools.

STRAND Kentucky History

LEARNING Education in Kentucky

VOCABULARY: public education, economic status, revenue, Civil Rights movement, federal, state, local

OBJECTIVE	TASK ANALYSIS
Describes the effects of the Civil Rights movement on education.	1. Determines the meaning of the term Civil Rights Movement.
	2. Discusses the effects of the Civil Rights movement on education at the federal and local levels.

COURSE Social Studies

ACTIVITIES

MATERIALS

Have students discuss what a civil rights movement is and why such movements occur in the U.S.

Discuss with students the status of public education prior to and after the Civil Rights movement:

1. "separate but equal"--white teachers were paid more than black teachers, segregated schools received less money for black students, Kentucky passed anti-discrimination laws.
2. 1954--Brown vs Topeka Board of Education mandated desegregated schools; caused a repeal of the John Day Law which prohibited integration of schools.
3. 1966--based on Civil Rights movement--discouraged discrimination in education, employment, housing, and voting.
4. 1975--Louisville desegregation and merger of Louisville and Jefferson County school systems.

Have students discuss legislation affecting the education of individuals with handicaps.

Have students discuss efforts during the Martha Layne Collins term of office to upgrade Kentucky's educational programs.

STRAND Kentucky History

LEARNING Kentucky Symbols

VOCABULARY: symbol, coffee tree, cardinal, goldenrod, Stephen Foster, flag, seal, squirrel, bass (fish), state

OBJECTIVE	TASK ANALYSIS
Identifies symbols which represent the state of Kentucky.	1. Lists symbols that represent the state of Kentucky.
	2. Compares Kentucky state symbols with those of other states.
Identifies when and why state symbols are used.	1. Discusses why state symbols are used.

COURSE Social Studies

ACTIVITIES

Have students create projects which will show the symbols of the state of Kentucky:

a. Tree--coffee tree
b. Bird--cardinal
c. Flower--goldenrod
d. Seal--"United We Stand, Divided We Fall"--two men greeting each other
e. Song--"My Old Kentucky Home" by Stephen Foster
f. Flag--bears the state seal and flower
g. Nickname--Bluegrass State
h. Wild Animal--Gray Squirrel
i. Fish--Kentucky Bass

Have students compare the selection of the state bird, tree, and flower with those selected by other nearby states.

Have students discuss the relationship of a person having a nickname to the relationship of Kentucky and its symbols:

a. used to represent the state
b. used for recognition
c. used as an additional description of the state's attributes

MATERIALS

Folder:
Kentucky--Its Symbols and Traditions. Kentucky Department of Public Information, Frankfort, KY 40601.

STRAND Kentucky History

LEARNING Kentucky Symbols

VOCABULARY: symbol, coffee tree, cardinal, goldenrod, Stephen Foster, flag, seal, squirrel, bass (fish), state

OBJECTIVE	TASK ANALYSIS
Identifies when and why state symbols are used. (continued)	2. Lists when symbols are used.
Discusses the history of state symbols.	1. Describes the history of state symbols.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students relate memories of when they saw the symbols of Kentucky used, and to find documents/materials, which have key symbols on them, e.g., state functions, holidays, special events, sports events.	Kentucky Map Puzzle. Simmons Puzzle Co., Greensburg, KY, 1981.
Assign individual research reports to be done on the history of symbols used by the state of Kentucky and why these particular symbols were selected: a. the state tree--chosen by the 1976 General Assembly; Kentucky coffee tree, whose seeds, when dried, roasted, and ground, gave pioneers a coffee substitute; wood of tree made "Kentucky Mahogany" furniture b. the state bird--the Kentucky cardinal, was so designated by a joint resolution of the 1926 General Assembly. A colorful and most beautiful bird, it makes its home in Kentucky the year round so long as food is available c. the state flower--goldenrod, was designated in 1926 by the General Assembly	

STRAND Kentucky History

LEARNING Kentucky Symbols

VOCABULARY: symbol, coffee tree, cardinal, goldenrod, Stephen Foster, flag, seal, squirrel, bass (fish), state

OBJECTIVE	TASK ANALYSIS
Discusses the history of state symbols. (continued)	
	2. Discusses the pros/cons debated during the adoption of the state symbols.

ACTIVITIES	MATERIALS
d. the state flag--1918-1928, after ten years of discussion the 1928 General Assembly gave its final approval and incorporated a drawing of the flag in the statutes. The flag is made of silk or poplin, navy blue in color, imprinted in gold, and the center has a reproduction of the state seal.	
e. the state wild animal is the gray squirrel (1968).	
f. the state fish is the Kentucky bass. Because of its prevalence in Kentucky, the name "Kentucky" is used to designate this fish and is being accepted nationwide.	
g. the state seal shows two friends greeting each other with the motto, "United We Stand, Divided We Fall" and the words, "Commonwealth of Kentucky." See information sheet and work sheet.	Information Sheet, "State Seal--Kentucky"; Work Sheet, "State Song of Kentucky."
Have students research for names of symbols recommended prior to the selection of present ones.	
Have students form mock committees to debate for the use of other symbols (with supportive evidence) to represent the state, e.g., horse, tobacco, starling (bird), coal.	

STRAND Kentucky History

LEARNING Kentucky Symbols

VOCABULARY: symbol, coffee tree, cardinal, goldenrod, Stephen Foster, flag, seal, squirrel, bass (fish), state

OBJECTIVE	TASK ANALYSIS
Discusses the history of state symbols. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students compare the 1792 state seal with the seal used today, discussing the differences noted. Ask students to speculate as to why the clothing and the men's stances changed. Let interested students compose a letter addressed to the Capitol Building requesting further information about the state's seal.	

STRAND Kentucky History

LEARNING Counties of Kentucky

VOCABULARY: county, seat, Jefferson, politics

OBJECTIVE	TASK ANALYSIS
Discusses histories of Kentucky counties.	1. Names the counties of Kentucky.
	2. Discusses the origin of Kentucky county names.
	3. Determines the impact of counties on politics.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students name the county in which they live.	
Have students find names of counties by looking at a Kentucky map.	
See information which lists the counties of Kentucky; show their location on a state map.	Information Sheet, "The 120 Counties of Kentucky." Map, "Kentucky Counties."
Have students determine how selected counties got their names, e.g., Jefferson, Shelby, Oldham.	
Have students determine why the state is divided into counties.	
Have students determine the impact of county representation on the political arena at the state level.	

STRAND Kentucky History

LEARNING Recreational Areas/Historic Sites

VOCABULARY: recreational areas, historic sites, parks, museum, conservation, tourist, preservation, national, sanctuary, wildlife, resort

OBJECTIVE	TASK ANALYSIS
Discusses the purpose of recreational areas/historic sites.	1. Lists the purposes of recreational areas/historic sites.
	2. Discusses reasons for maintaining recreational areas/ historic sites.
Discusses the kinds of recreational areas/historic sites available in Kentucky.	1. Lists the kinds of recreational areas/historic sites available in Kentucky.
	2. Determines the importance of recreational/historic sites.
Locates major recreational areas/historic sites on Kentucky maps.	1. Lists major recreational areas/historic sites on Kentucky maps.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students volunteer reasons for Kentucky to set aside recreational areas/historic sites, e.g., recreation/enjoyment, conservation, tourism, preservation, education. (See information on Washington, Kentucky.)	Mammoth Cave National Park and Kentucky. Elgin, IL: The Child's World. (E, M) (hardback books)
Have students write letters requesting brochures, maps, and so forth, from recreational areas/ historic sites and from Chambers of Commerce in Kentucky, e.g., museums and historic buildings, state parks, national parks, state resort parks, historic sites, wildlife sanctuary. (See reprinted material on the Shakers at end of section.)	Information Sheet, "The History of Washington, Kentucky." Teacher resource information: Teacher's Guide to the Shakers at Pleasant Hill. Harrodsburg, KY: Shakertown at Pleasant Hill, Kentucky, Inc., n.d.
Have students make a wall chart listing reasons which indicate the importance of recreational and historic sites.	
Have students use brochures, maps, and so forth, to make a bulletin board showing the major recreational areas/historic sites in Kentucky: a. John J. Audubon State Museum b. Kentucky Dam Village State Resort Park c. Lake Barkley State Resort Park d. Rough River Dam State Resort Park e. General Butler State Resort Park f. Lake Cumberland State Resort Park g. Natural Bridge State Resort Park h. Big Bone Lick State Park	

STRAND Kentucky History

LEARNING Recreational Areas/Historic Sites

VOCABULARY: recreational areas, historic sites, parks, museum, conservation, tourist, preservation, national, sanctuary, wildlife, resort

OBJECTIVE	TASK ANALYSIS
Locates major recreational areas/historic sites on Kentucky maps. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
i. My Old Kentucky Home State Park	
j. Blue Licks Battlefield State Park	
k. Dale Hollow Lake State Park	
l. Ft. Boonesboro	
m. Ft. Harrod	
n. Mammoth Cave	
o. Lincoln Homestead	
p. Farmington	
q. Locust Grove	
r. Cave Hill Cemetery	
s. Kentucky Horse Park	
t. Lincoln Memorial	
u. Carter Caves	
v. Daniel Boone National Forest	
w. Land Between the Lakes	
x. Jefferson Davis State Shrine	
y. Otter Creek	
z. Bernheim Forest	
aa. Cumberland Gap National Historical Park	
bb. Isaac Shelby State Shrine	
cc. Wm. Whitney House State Shrine	
dd. Dr. Thomas Walker State Shrine	
ee. Fort Knox	
ff. Pleasant Hill	
gg. Governor's Mansion	
hh. Frankfort	
ii. Shakertown	
jj. Perryville Battlefield State Shrine	
kk. Whitney M. Young Memorial House, Simpsonville, KY	
ll. Indian Burial Mounds, Wickliffe, KY	
mm. Vent Haven Museum, Ft. Mitchell, KY (largest ventriloquist collection in world)	
nn. Great Saltpetre Cave near Renfro Valley, KY	Information Sheet, "Great Saltpetre Cave Near Renfro Valley, Kentucky."

STRAND Kentucky History

LEARNING Recreational Areas/Historic Sites

VOCABULARY: recreational areas, historic sites, parks, museum, conservation, tourist, preservation, national, sanctuary, wildlife, resort

OBJECTIVE	TASK ANALYSIS
Locates major recreational areas/historic sites on Kentucky maps. (continued)	2. Locates major Kentucky recreational areas/historic sites on map of Kentucky.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students use individual Kentucky maps to designate the locations of at least ten recreational areas/ historic sites in Kentucky.	

STRAND Kentucky History

LEARNING Culture

VOCABULARY: practical arts, crafts, fine arts, performing arts, pottery, quilting, wood working, doll making, furniture making, coal carving, weaving

OBJECTIVE	TASK ANALYSIS
Describes the practical arts of Kentucky.	1. Names the crafts of Kentucky.
	2. Discusses uses of craft items past/present.
Describes the fine arts of Kentucky.	1. Defines the term fine art.
	2. Discusses the fine arts of selected Kentuckians.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students list items which are known as Kentucky crafts, e.g., quilts, pottery, brooms, cornhusk dolls, weavings, cloth dolls, furniture (wood).	Arnow, Harriette. The Dollmaker. New York: Avon Publishers, 1972.
Have students make a wall chart of items considered Kentucky crafts and list uses past and present, e.g., old fashioned broom, hand thrown pottery, cloth dolls, rag rug, quilts.	
Have students discuss the people involved in the fine arts in Kentucky: a. painting--J. J. Audubon, J. Jouett, Oliver Frazer, John Neagle, Tom West, William E. West b. literature--Jesse Stuart, Dr. Jane Juergensmeyer, Harry Caudill, Wm. Butler, J. Winston Coleman, Joe Creason, Dr. Jim Wayne Miller.	
Read to students literature written by Jesse Stuart and have students discuss the context.	
Have students make book reports on the lives of famous Kentucky painters and writers.	

STRAND Kentucky History

LEARNING Culture

VOCABULARY: practical arts, crafts, fine arts, performing arts, pottery, quilting, wood working, doll making, furniture making, coal carving, weaving

OBJECTIVE	TASK ANALYSIS
Describes the performing arts of Kentucky.	1. Names performing arts activities in Kentucky. 2. Discusses the performing arts centers of Kentucky.

ACTIVITIES

Have students discuss activities scheduled at the Kentucky Center for the Arts. Arrange a visit to the center to see the various stage areas.

Arrange a field trip to attend a performance of one of Kentucky's performing arts presentations:

a. Outdoor drama--Stephen Foster Story, Bardstown, KY
b. Louisville Symphony Orchestra
c. Louisville Ballet
d. Actors Theatre, Louisville
e. Kentucky Opera Association
f. Bach Society
g. Louisville Youth Orchestra
h. Lexington Philharmonic Orchestra
i. Louisville Palace
j. Kentucky Center for the Arts

MATERIALS

Roberts, Leonard, and Agey, C. Buell. _In the Pine, Selected Kentucky Folksongs_. Pikeville, KY: Pikeville College Press, 1978.
(143 individual folksongs with script and music for each--also all choruses)

Sources of periodicals on Kentucky history:

Kentucky Images Magazine
(published 4 times a year--
Feb., May, Sept., Nov.)
527 South Upper Street
Lexington, KY 40508

The Kentucky Reader (a weekly magazine for Kentucky students--two editions: Regular and Junior (Junior edition is for younger students)
Box 227
Jackson, KY 41339

Both of these resources are excellent and include activities for students to complete.

ADDITIONAL REFERENCES ON KENTUCKY

Books

Barbour, Roger W. Amphibians and Reptiles of Kentucky. Lexington, KY: The University Press of Kentucky, 1971.

Barbour, Roger W., and Davis, Wayne H. Mammals of Kentucky. Lexington, KY: University Press of Kentucky, 1974. (Small and large mammals indigenous to Kentucky--lots of pictures and text, section of color photos)

Blyton, Gifford, and Capps, Randall. Speaking Out: Two Centuries of Kentucky Orators. Winston-Salem, NC: Hunter Publishing Co., 1977. (Individual chapters about orators with texts of speeches plus script)

Boggs, ed. Dreams of War (no publisher listed), 1980. (An autobiography of a rural Kentuckian from birth through Korean War--easy reading--good for teachers to read to class--some photos)

Breeding, Lonnie Hogg. Coal-Pickin' Jasper Mitchell's Gal Jenny. Detroit, MI: Harlo Press, 1982. (Novel about rural Kentucky around 1920)

Brewer, Dennis L. Tales from Sturgeon Creek. Berea, KY: Kentucke Imprints, 1980. (Easy reading stories about life in rural Kentucky around 1920--illustrations)

Browning, Sister Mary Carmel. Kentucky Authors. Evansville, IN: Keller-Cresent Co., 1968.

Butler, Mann. Valley of the Ohio. Frankfort, KY: Kentucky Historical Society, 1971. (A history of the Commonwealth--advanced text)

Carson, Gerald. The Social History of Bourbon. Lexington, KY: University Press of Kentucky, 1963.

Channing, Steven A. Kentucky, A History. New York: W. W. Norton & Co., Inc., 1977. (History of Kentucky--difficult but in-depth--a few pictures)

Deitz, Robert E., ed. Travels Through Kentucky History. Louisville, KY: Data Courier, Inc., 1976.

Dunnigan, Alice. The Fascinating Story of Black Kentuckians: Their Heritage and Traditions. Washington, DC: Association for the Study of Afro-American Life and History, Inc., 1982. (Available in the Multicultural Resource Center, Durrett Education Center)

Horton, John Benjamin, Col. Profiles of Contemporary Black Achievers of Kentucky. Louisville, KY: J. Benjamin Horton & Assoc., 1982. (Very Little prose--more a "Who's Who")

Lee, Lloyd G. A Brief History of Kentucky. Berea, KY: Kentucke Imprints, 1981. (Harbrek book) (T, E, M, H)

McGraw, Preston, and Currens, James C. Topography of Kentucky. Series X. Lexington, KY: Kentucky Geological Society, U.K., 1978. (State maps, individual county maps with discussion on each county)

Powell, Robert A. Handbook: Kentucky Governors. Frankfort, KY: Kentucky Images, 1978. (Separate biographies, easy reading)

Rice, Otis K. The Hatfields and The McCoys. University Press of Kentucky, 1982. Discusses the feuds and gives geology of Southern Appalachia.

Stuart, Jesse. The Thread That Runs So True. New York: Charles Scribner's Sons, 1958. (A mountain school teacher tells his story.)

Wharton, Mary E., and Barbour, Roger W. A Guide to the Wildflower and Ferns of Kentucky. Lexington, KY: The University Press of Kentucky, 1971.

The Courier-Journal and Louisville Times Book Division publishes books on Louisville and Kentucky. To inquire about reading materials available, write to:

Book Division
The Courier-Journal and Louisville Times
525 West Broadway
Louisville, KY 40202

Materials Available Throuth the University Press of Kentucky

The books listed below can be obtained through the University Press of Kentucky (for teacher use). For further information about price and ordering procedures contact the press by writing to the following address:

102 Lafferty Hall
Lexington, KY 40506-0024

Author	Book
R. Gerald Alvey	Dulcimer Maker: The Craft of Homer Ledford
Harriette Simpson Arnow	Flowering of the Cumberland Old Burnside Seedtime on the Cumberland

Author	Book
Roger W. Barbour and Wayne H. Davis	Bats of America Mammals of Kentucky
John B. Boles	Black Southerners, Sixteen Nineteen to Eighteen Sixty-Nine
Mary Breckinridge	Wide Neighborhoods: A Story of the Frontier Nursing Service
Harry M. Caudill	The Mountain, the Miner and the Lord and other Tales from a Country Law Office
Thomas D. Clark	The Greening of the South: The Recovery of Land and Forest Historic Maps of Kentucky
Kenneth Clarke	Kentucky's Age of Wood
Mary Washington Clarke	Kentucky Quilts and Their Makers
Carl B. Cone	Hounds in the Morning: Sundry Sports of Merry England; Excerpts from the Sporting Magazine
Albert E. Cowdrey	This Land, This South: An Environmental History
John F. Day	Bloody Ground
Carl H. Ernst and Roger W. Barbour	Turtles of the United States
John Fairley	Great Racehorses in Art
Gilbert C. Fite	Cotton Fields No More: Southern Agriculture
Lowell Harrison	The Civil War in Kentucky
Ellesa Clay High	Past Titan Rock: Journeys into an Appalachian Valley
Victor B. Howard	Black Liberation in Kentucky: Emancipation and Freedom
Helen Deiss Irvin	Women in Kentucky
Arthur E. Jones	The Art of Paul Sawyier

Author	Book
Robert A. Kuehne and Roger W. Barbour	The American Darters
Lester D. Langley	The Banana Wars: An Inner History of American Empire
Michael A. Lofaro	The Life and Adventures of Daniel Boone
Bill C. Malone	Southern Music--American Music
Ken McCarr	The Kentucky Harness Horse
Richard M. McMurry	John Bell Hood and the War for Southern Independence
Frances Jewell McVey	Uncle Will of Wildwood: Nineteenth-Century Life in the Bluegrass
Boynton Merrill, Jr.	A Bestiary
Julia Neal	The Kentucky Shakers
Bert Nelli	The Winning Tradition: A History of Kentucky Wildcat Basketball
David W. Reinhard	The Republican Right Since Nineteen Forty-Five
Robert M. Rennick	Kentucky Place Names
Alice Hegan Rice	Mrs. Wiggs of the Cabbage Patch
Otis K. Rice	The Hatfields and the McCoys
H. Edward Richardson	Cassius Marcellus Clay: Firebrand of Freedom
Elizabeth Maddox Roberts	The Time of Man
Leonard L. St. Clair and Alan B. Govenar	Stoney Knows How: Life as a Tattoo Artist
James Still	River of Earth The Run for the Elbertas

Author	Book
Jesse Stuart	Clearing in the Sky Head O'W-Hollow Men of the Mountains My World Trees of Heaven
Ivan M. Tribe	Mountaineer Jamboree: Country Music in West Virginia
Juliet E. K. Walker	Free Frank: A Black Pioneer on the Antebellum Frontier
Mary E. Wharton and Roger W. Barbour	Trees and Shrubs of Kentucky A Guide to Wildflowers and Ferns of Kentucky
C. V. Whitney	High Peaks
Peter Willett	The Classic Racehorse
Charles K. Wolfe	Kentucky Country: Folk and Country Music of Kentucky

Learning Through Living: Pine Mountain Settlement School

Learning Through Living: Pine Mountain Settlement School is part of a series of slide/tape programs on Appalachian culture produced by the Berea College Appalachian Museum. All are useful for group meetings or as units in Appalachian studies, anthropology, history, sociology, material folk culture, and education courses.

Appalachian Museum Slide/Tape Programs

"A History of Coal Mining in Appalachia" (17 minutes - 131 slides)

"A History of Log Structures in Appalachia" (20 minutes - 145 slides)

"Arthur Barker: Appalachian Chairmaker" (23 minutes - 151 slides)

"Crocks, Jugs & Jars: The Smith Pottery" (22 minutes - 155 slides)

"Dancin' Dolls and Walkin' Mules: Wooden Toys by Willard Watson" (12 minutes - 86 slides)

"Eli Johnson: Appalachian Split-Oak Basketmaker" (21 minutes - 138 slides)

"Hog Butchering" (16 minutes - 116 slides)

"Hubert Rogers: Appalachian Dulcimermaker" (20 minutes - 126 slides)

"Jay Sargent: Log Cabin Builder" (36 minutes - 156 slides)

"Jud Nelson, Fourth Generation Blacksmith" (22 minutes - 144 slides)

"Kizzie's Garden" (18 minutes - 129 slides)

"Learning Through Living: Pine Mountain Settlement School"
(25 minutes - 158 slides)

"Plain Molasses: Stir Off at the Northerns'" (11 minutes - 79 slides)

"Nature's Color" (13 minutes - 87 slides)

"Poor Man's Country: The Ivester Sawmill" (15 minutes - 101 slides)

"Quilting in the Southern Appalachians" (20 minutes - 118 slides)

"Rachel Nash: Honeysuckle Basketmaker" (12 minutes - 55 slides)

"Spinning Wool in the Southern Appalachians" (15 minutes - 105 slides)

RENTAL FEE for all programs is $15.00 per week (or part thereof). Prices subject to change. Handling and shipping are included. Renters are responsible for return shipping costs.

Programs are available for rent and purchase in a variety of formats to suit available equipment. Slides are put in either dissolve order (for use with 2 projectors and a dissolve unit) or sequential order (for use with only one projector--since most programs are in 2 trays, changing trays at an indicated point in the tape or script is required).

Cassette or "reel to reel" tapes are available for either 2 track or 4 track equipment. Music and narration are on the left track, and slide change signals (cues) are on the right track. Synch signals are recorded at 1000 hz. for use with Kodak and other similar synchronizers. A script indicating the slide changes is supplied with each program.

PURCHASE PRICE of the programs includes the slides, carousel trays and boxes, the audio tape, an instruction sheet, a script and indicated cues, and handling and shipping costs.

For additional information contact the Director, Berea College Appalachian Museum, College Post Office, Box 2298, Berea, KY 40404 or call (606) 986-9341, Ext. 520.

EDUCATIONAL RESOURCES AT THE KENTUCKY HISTORICAL SOCIETY

The Kentucky Historical Society was formed in 1836. It is a public, non-profit, membership organization as well as a state agency. The Society attempts to collect, preserve, and interpret the history of the Commonwealth of Kentucky. The following is a brief guide to the educational services offered by the various divisions of the agency. The guide lists educational materials and services under the division of the Society responsible for their dissemination. A description of each service is included along with a contact address for the appropriate staff member. It is our sincere hope that the guide will give interested parties a better understanding of the resources offered by the Kentucky Historical Society.

Field Services Division

Statewide outreach programs are the responsibility of Field Services. The Division is composed of the Kentucky Junior Historical Society, Historymobile program, Historical Confederation of Kentucky, Cemetery Records program, and Local Society programs. Contact Manager, Field Services Div., Kentucky Historical Society, P.O. Box H, Frankfort, KY 40602 (502) 564-2662.

Kentucky Junior Historical Society

The Junior Historical Society works directly with Kentucky's elementary and secondary schools, sponsoring KJHS clubs throughout the state. This program is designed to make history more personal and meaningful by exploring Kentucky history outside the classroom. There are two levels of activity, local club activities and statewide projects.

Local clubs design and prepare history projects on community history topics. Under the direction of adult sponsors, students have organized architectural surveys, developed slide shows, started museums, collected oral history, and compiled essays.

At the state level, an annual convention is held. Club members meet, exchange ideas, display projects, elect officers, and receive awards. Statewide summer projects are also held.

KJHS activities include:

1. Fall Workshop--Club sponsors and officers participate in programs focusing on history education and club leadership, KJHS awards, potential projects, and teacher training.

2. Club Workshop--KJHS staff provides workshop assistance to local clubs in preparing projects, organizing new clubs, or developing materials for classroom or community use.

3. Summer Projects--Each summer three activities are selected that focus on various aspects of Kentucky history. Elementary members attend a "living history" camp taught by senior high members and club sponsors. Junior and senior high members attend archaeology digs, architectural surveys, and other activities intended to teach a variety of research and analytical skills.

4. Publications--Kentucky Heritage is sent to all members. It features students' award-winning essays, art, poetry, photography, and oral history. It is published twice annually.

   Membership--Open to all students in grades 4-12. Cost--$1.00 per student, per year. All clubs must have an adult sponsor. Contact KJHS, P.O. Box H, Frankfort, KY 40602 (502) 564-2662.

Historymobile

Housed in tractor trailer trucks, each Historymobile is a self-contained museum. Each exhibit is thematic and appropriate for schools, fairs, festivals, and community events. Current exhibits are The Civil War in Kentucky and Decade of Settlement, 1775-1785. Currently under development is Rivers, Roads, and Rails, the history and impact of transportation in Kentucky. Basic requirements for an exhibit are ample parking space and electricity (220 voltage, 40 amps). Schools are requested to limit group size to 25-35, 25 minutes per visit. The exhibits are extremely popular and scheduling is on a first come, first served basis. The exhibits are appropriate for students in grades 1-12.

Other Historymobile services include:

1. Video Cassette Tapes--Historymobile slide/tape shows have been copied onto video and may be requested separately from the mobile museum. Currently available:

   "Kentucky in the Civil War"--Chronicles Kentucky's involvement in the conflict. Color, 15 min., grade level 4-12.

   "Coal in Kentucky: The Emergence of an Industry"--Traces the development of the mining industry in eastern and western Kentucky from the miner's perspective. Color, 15 min., grade level 4-12.

   "Decade of Settlement, 1775-1785"--The early settlement of the state is seen through the eyes of a pioneer family. Color, 15 min., grade level K-12.

   "Kentucky's General Assembly"--A contemporary look at the functioning of Kentucky's General Assembly. Color, 15 min., grade level 7-12 (produced by the Legislative Research Commission).

Please specify the type of video equipment used (Betamax, VHS, 3/4 in.) when submitting a request for a tape. The borrower is responsible for the return of all materials at his or her own expense.

2. Trunk Exhibits-- Small self-contained exhibits are under development. Currently available is "The Civil War in Kentucky." It contains slides, photographs, reproductions of artifacts, and an activity packet. Provided free of charge except for shipping cost; two week limit on use of exhibit; suitable for grade level 4-12.

3. "Living History" Presentations--First person presentations feature staff members attired in authentic costumes of the Civil War period. Staff members assume the role of a Union Army soldier and a Civil War era minister describing the effects of the conflict upon Kentucky. Requests should be made four to six months prior to the desired date; appropriate grade level K-12.

4. Slide Shows--Slide presentations produced in conjunction with the exhibit can be requested separately. In addition to the four shows outlined above are--

   "Kentucky Historical Society"--A thorough look at the Society's programs. Color, 25 min., grade level 9-adults.

   "Historical Confederation of Kentucky"--A brief overview of the organization's plans and projects. Color, 5 min., grade level 12-adults.

5. Panel Exhibits--Self-supporting panel exhibit on the Civil War in Kentucky is offered for school and community use. It contains reproductions of historic photographs, documents, and artifacts (can be used in conjunction with slide show). Appropriate for grades 4-12. A staff member must accompany the exhibit and ample time to set up the exhibit is required.

For further information on Historymobile programs contact manager, Historymobile Program, Kentucky Historical Society, P.O. Box H, Frankfort, KY 40602 (502) 564-2662.

Local Societies

Kentucky has over three hundred adult historical organizations. The Field Services Division sponsors an alliance of these groups known as the Historical Confederation of Kentucky.

Confederation activities and services include:

1. Publications

   The Circuit Rider--a monthly newsletter featuring current Kentucky heritage events, and "how to" articles. Suitable for all ages interested in Kentucky history. Subscription - $7.50 (12 issues) for HCK members; $9.50 (12 issues) for non-members.

   The 1982 Directory of Kentucky Heritage Organizations--A concise guide to Kentucky's history-related organizations, including contact addresses, activities, publications, membership information. Cost, $5.00 per copy. Order from the Historical Confederation of Kentucky, P.O. Box H, Frankfort, KY 40602, (502) 564-2662.

   The 1982 Speakers Bureau--Brief listing of 50 potential speakers, their Kentucky-related topics, travel, and honorarium requirements. The list is free upon request.

2. Seminars and Workshops--Eight regional workshops are held annually on varying Kentucky history topics and "how to" projects. The eight meetings take place in the spring, and each is sponsored by a local heritage society or related group. Registration fees are minimal. An annual meeting is held in the fall and features state and nationally prominent speakers, tours, and other Kentucky-related activities.

HCK membership is open to any non-profit group interested in preserving Kentucky's heritage. Membership dues: $15.00 for organization with five hundred members or less; $25.00 for those with 501 and above (museums, school groups, historical, and genealogical societies, archives, preservation organizations, civic clubs, libraries, agencies welcomed to participate). Contact HCK Secretary, P.O. Box H, Frankfort, KY 40602 (502) 564-2662.

Educational Services

The Field Services Division offers a number of services for school groups. These include the slide/tape show Teaching with Community Heritage Resources, an exploration of available resources to teach community history (Color, 25 min., of interest to teachers of grades K-12, produced by the Mid-South Humanities Project).

Inservice workshops are offered to teachers grades K-12 and explore educational resources at the Kentucky Historical Society and other repositories. Four to six months prior notice is required. Materials cost must be paid by the sponsoring school district.

Public presentations on Kentucky history topics, organization of local historical societies, KHS programs, or Field Services projects may be made upon request to local heritage and civic groups. Ample advance notice is required. Contact Manager, Field Services Div., KHS, P.O. Box H, Frankfort, KY 40602 (502) 564-2662.

Museum Division

The Society's museums include the Kentucky History Museum, the Old Capitol, and the Kentucky Military History Museum. The Museum Division is also responsible for guide service at the new Capitol Building.

Kentucky Military History Museum

The Museum is located in Frankfort's Old Arsenal Bldg. on East Main St., overlooking the Kentucky River. Hours are 9:00 a.m. to 4:00 p.m., Monday through Saturday, and 1:00 p.m. to 5:00 p.m. on Sundays. Admission is free. The Museum is closed on Christmas Day, New Year's Day, July Fourth, Easter, and Thanksgiving Day. Permanent and temporary exhibits trace the history of Kentuckians' involvement in military conflicts from pre-Revolutionary War days to the Vietnam War.

Educational Services include:

1. Guided Tours--Tours of the first floor of the museum can be arranged upon request. Exhibits include a variety of photos, artifacts, and documents. Tours stress Kentucky-related events and feature question and answer sessions. Requests should be made well in advance of the tour date. Tours are limited to 45 minutes, and group size should be no larger than 30 people. Please specify the age range of group members.

2. Traveling Exhibits--Traveling exhibits convert the classroom into a mini-museum. Each exhibit has photos, original, and reproduction artifacts, topical texts, and activity projects. Current and planned exhibits include:

   The Military History of Kentucky, 1774-1980
   The Civil War in Kentucky
   The Kentucky Rifle (under preparation)
   The Home Front: Kentucky Responds to the World Wars (under preparation)

   Exhibits may be retained for two weeks, advance scheduling is required, and recipients pay all shipping charges.

3. Civil War "Living History" Programs--(See also Historymobile entry.) A museum staff member assumes the role of a Civil War Union soldier discussing weapons, uniforms, life-style, and ideals of Kentuckians who served in the conflict. This approach is particularly suited to classroom use for grades K-12. Requests must be made well in advance. The presentation is well oriented for use with panel exhibits and slide presentations.

4. Slide Programs--Two programs and accompanying teacher guides are available.

   "The Military History of Kentucky"--A survey of the state's military history. Color, 15 min., grade level: 4-adult.

   "How They Work"--Museum visitors most frequently asked questions are answered in this slide show. A demonstration of select weapons can be held in conjunction with the slide/tape show. Color, 10 min., grade level: 4-adult.

5. Special Presentations--Topical talks can be prepared and presented to school groups, historical organizations, civic bodies, and other appropriate bodies. Popular talks include introductory surveys of Kentucky's Military history and weapons demonstrations. Advance notice is required.

6. Publications--Two small publications are available to those taking self-guided tours. One is a "bingo" style game where students match pictures to objects in the museum. The other is a pamphlet which presents the themes of the museum's major exhibits.

7. Seventh Kentucky Volunteer Infantry Regiment (Reactivated)--The museum sponsors a Civil War re-enactment unit, which represents a Union Army regiment raised in Kentucky. Authenticity in appearance and tactics is stressed. The members of the unit are occasionally available for school and community demonstrations, if given ample advance notice. Membership is open to those over the age of 18.

For further information on the Kentucky Military History Museum contact Curator, Kentucky Military History Museum, P.O. Box H, Frankfort, KY 40602 (502) 564-3265.

Kentucky History Museum and Old Capitol

The Kentucky History Museum and the Old Capitol are located at the corner of Lewis and Broadway Sts. in Frankfort. The Old Capitol Annex houses the Kentucky History Museum, library, and offices of the Kentucky Historical Society. The Old Capitol has been renovated and appears much as it would have when completed in the 1830s. Permanent and temporary exhibits highlight aspects of Kentucky's cultural, political, social, and folk history.

Educational services offered include:

1. Guided Tours--Tours are offered to school groups and tourists upon request. Contact Kentucky History Museum, P.O. Box H, Frankfort, KY 40602 (502) 564-7318 or 3016.

2. Filmstrips--Two audiovisual filmstrips are available, either through purchase from the Society or through borrowing from local library.

   "The Fifteenth Star"--A survey of Kentucky's early settlement to statehood and beyond. Color, 15 min., grade level 4-adult.

   "An Uncertain Peace"--Examines the history of post Civil War Kentucky and the war's effects on Kentucky institutions. Color, 15 min., grade level 4-adult.

3. Spinning and Weaving/Vegetable Dyeing Workshops--The workshops are held for school audiences upon request. Demonstrations highlight the history and development of these early crafts and their impact upon Kentucky. Role playing and other activities can accompany demonstrations. Workshop is subject to limited staff availability and is limited to the Frankfort/Franklin County area and surroundings counties. Ample request time is necessary. Grade level K-12.

4. Quilt Conservation Workshops--Techniques of quilt care and storage are demonstrated in conjunction with Kentucky Heritage Quilt Society activities. Age level - Adults.

5. Publications--Museum brochures include Kentucky History Museum Visitor's Guide and Kentucky's Historic Capitols. Catalogues describe temporary and special exhibits.

For further information contact Curator, Kentucky History Museum, P.O. Box H, Frankfort, KY 40602 (502) 564-3016.

New Capitol

Located on Capitol Ave. in South Frankfort, the new Capitol was completed in 1910. Tours are offered Monday through Friday 8:00 a.m. to 4:30 p.m., Saturday 9:00 a.m. to 4:30 p.m., and Sunday 1:00 p.m. to 5:00 p.m.

Publications Division

The Society's Publications Division is located on the third floor of the Old Capitol Annex. Ongoing publications produced by the division are--

The Register--a quarterly historical journal featuring articles related to Kentucky history and book reviews. It is illustrated, and an annual cumulative index is compiled. KHS members receive free of charge. Separate issues offered for purchase.

The Bulletin--published six times annually and carries news of KHS divisional activities, local historical societies, exhibits, and topical Kentucky history articles. KHS members receive free of charge.

Kentucky Ancestors--the genealogical quarterly of the Society. Cemetery records and church, Bible, and court records are featured. KHS membership receives free.

Other book-length historical publications produced by the division include: George Rogers Clark and His Men: Military Records 1778-1784; The Union, The Civil War and John W. Tuttle: A Kentucky Captain's Account; Kentucky Decades of Discord; Valley of the Ohio; Index of Kentucky and Virginia Maps 1562-1900; Master Index: Virginia Survey and Grants 1774-1791; Microfilm Catalogues Vol. 1-4; Guide to Kentucky Highway Markers and Supplement; Kentucky Tax Lists (microfilm catalogue).

The Division also offers advisory and evaluative services--speech making, panel and committee participation, review of manuscripts, research and commentary in regard to Kentucky history research queries. Contact General Manager, Publications Division, KHS, P.O. Box H, Frankfort KY 40602 (502) 564-3016.

Library

The Society's library includes roughly 50,000 volumes on Kentucky history, genealogy, and related topics. There is also a large collection of Kentucky maps, photographs, and manuscripts. Specific sources include historical quarterlies; indexed rosters of Kentuckians who served in American military engagements; abstracts of wills, deeds, marriages, pensions, and cemetery records; microfilmed census records, tax lists, county newspapers, and oral history tapes. The library is open from 8:00 a.m. to 4:30 p.m., seven days a week excepting Christmas, New Year's, Easter, and Thanksgiving. Stacks are open to the public.

The library offers the following educational services:

1. Seminars--Library staff conducts seminars to guide teachers, students, and the public in the use of the facility's resources. Advance notice is required, and seminars are subject to limited staff availability.

2. Publications--Introductory family research packets are sent upon request at no charge. A guide to the photograph collection is also available upon request.

3. Public Presentations--Staff members are available to discuss research techniques and resources. Advance notice is required.

For further information contact Head Librarian, P.O. Box H, Frankfort, KY 40602 (502) 564-3016.

Micrographics Division

The Division is located on the second floor of the Old Capitol Annex. It provides services in microfilming, laminating, and developing and duplicating microfilm. Services offered include:

1. Publications--Finding aids to pertinent collections offered by the division are Microfilm Catalogues Volumes I-IV, Kentucky Tax List (arranged alphabetically by county and years available); Master Index of Virginia Surveys and Grants. For price information contact KHS, P.O. Box H, Frankfort, KY 40602 (502) 564-3016.

2. Lamination--Documents laminated upon request. Cost $1.00 per sheet for a 5" x 7" to 8" x 10" page and $1.50 for sheets up to 14" x 16" inches. Newspaper pages are $2.00 with an additional fee of 30¢ for removal of type.

3. Microfilm--The Division has numerous items on microfilm, including land records, tax lists, rare books, vital statistics, census records, church records, newspapers, historical journals, maps, county records, family records, and others. The price for a reel of microfilm is $17.50 for non-members and $14.00 for KHS members.

The Society continually seeks additions for our collection. Should you have family papers that you wish preserved on film, you are welcome to bring them to the Society. Donations are welcomed. For information on these and other matters--including department tours--contact P.O. Box H, Frankfort, KY 40602-2108 (502) 564-3016.

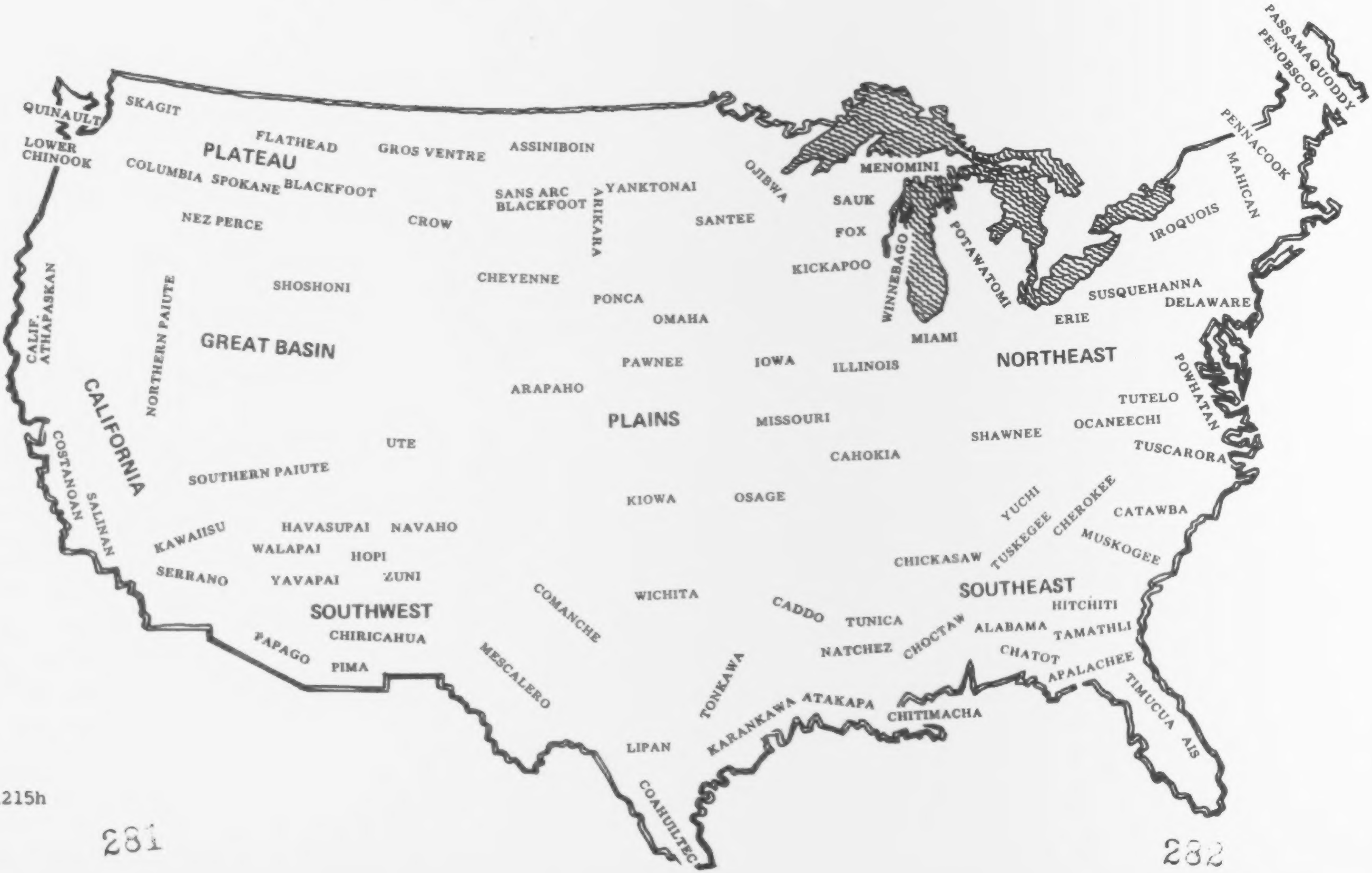
KHS--Membership

Kentucky Historical Society members receive The Register, The Bulletin, and Kentucky Ancesters. All members receive substantial discounts on publications and art prints. Membership events include Boone Day Celebration and the annual meeting. Membership fees are--

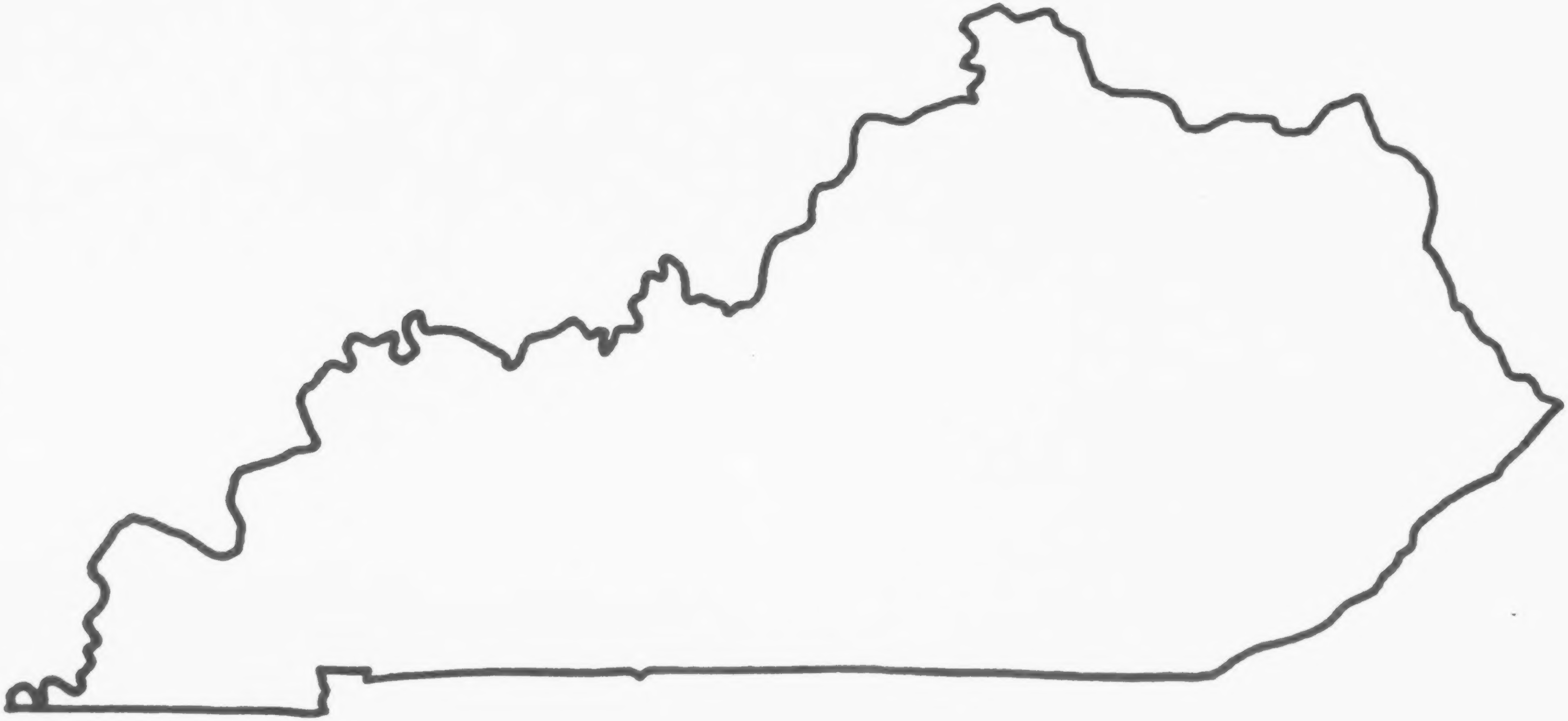
Regular	- $15.00
Senior Citizen/Student	- $12.50
Library/Institutional	- $20.00
Life	- $300.00
Benefactor	- $1000.00

Contact Membership Chairperson, KHS, P.O. Box H, Frankfort, KY 40602 (502) 564-2662.

EARLY INDIAN TRIBES, CULTURE AREAS, AND LINGUISTIC STOCKS


QUINAULT
SKAGIT
LOWER CHINOOK
PLATEAU
FLATHEAD
GROS VENTRE
ASSINIBOIN
COLUMBIA
SPOKANE
BLACKFOOT
NEZ PERCE
CROW
SANS ARC BLACKFOOT
ARIKARA
YANKTONAI
SANTEE
OJIBWA
MENOMINI
SAUK
FOX
KICKAPOO
WINNEBAGO
POTAWATOMI
PASSAMAQUODDY
PENOBSCOT
PENNACOOK
MAHICAN
IROQUOIS
SUSQUEHANNA
DELAWARE
ERIE
CALIF. ATHAPASKAN
NORTHERN PAIUTE
SHOSHONI
CHEYENNE
PONCA
OMAHA
GREAT BASIN
PAWNEE
IOWA
ILLINOIS
MIAMI
NORTHEAST
CALIFORNIA
ARAPAHO
PLAINS
MISSOURI
POWHATAN
TUTELO
OCANEECHI
SHAWNEE
TUSCARORA
COSTANOAN
UTE
CAHOKIA
SOUTHERN PAIUTE
SALINAN
KIOWA
OSAGE
YUCHI
CHEROKEE
CATAWBA
KAWAIISU
HAVASUPAI
NAVAHO
WALAPAI
HOPI
TUSKEGEE
MUSKOGEE
CHICKASAW
SERRANO
YAVAPAI
ZUNI
COMANCHE
WICHITA
SOUTHEAST
HITCHITI
SOUTHWEST
CADDO
TUNICA
CHIRICAHUA
CHOCTAW
ALABAMA
TAMATHLI
PAPAGO
PIMA
MESCALERO
NATCHEZ
CHATOT
APALACHEE
TONKAWA
ATAKAPA
KARANKAWA
CHITIMACHA
TIMUCUA
AIS
LIPAN
COAHUILTEC

OUTLINE MAP OF KENTUCKY



INDIAN SUMMARY CHART

TRIBE	BASIC NEEDS	HOW NEEDS WERE MET	HOW THEY CAME TO KY	WHY THEY CAME	WHERE THEY SETTLED	KIND OF WORK PERFORMED	RELIGIOUS BELIEF(S)	FORMAL GOVERN-MENT	RECREATIONAL ACTIVITIES

Adapted from the "Summary Chart for Kentucky History," Social Studies 041--Living in Kentucky (Louisville, KY: Jefferson County Public Schools, 1981), Activity 4, p. 73.

SUMMARY CHART FOR KENTUCKY HISTORY[1]

IMPORTANT GROUPS	BASIC NEEDS	HOW THEY MET THEIR BASIC NEEDS	HOW THEY CAME INTO KENTUCKY	WHY THEY CAME	WHERE THEY SETTLED	PROBLEMS ENCOUNTERED	WHAT WORK THEY DID	HOW THEY USED LEISURE TIME	CONTRIBUTION
Indians Mohawk Cherokee Iroquois	Family Shelter Food Clothing Artistic Expression	Hunting Fishing Cultivating Crops Bartering	Land Water Walking	To hunt To farm To explore To trade		Weather Inter-tribal conflicts Pioneer U.S. Government		Dances Feasts Games Crafts	

Important Individuals	Contributions/Career	Cultural Contribution
Daniel Boone	Explorer	Influenced lives of others

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[1] Refer to p. 75, Social Studies 041--Living in Kentucky.

KENTUCKY HISTORY--DANIEL BOONE[1]

Daniel Boone, American pioneer and backwoodsman, was born on Nov. 2, 1734, near Reading, Berks County, PA. He was one of several children of Squire and Sarah Boone. His father was a farmer and blacksmith and operated a weaving business. They were considered to be prosperous. Young Daniel attended school just long enough to learn to read, write, and "cipher." He loved the woods and learned all he could about wilderness life.

When Daniel was 11, his dad gave him a rifle and sent him to an area several miles away to camp out and tend some cattle. This happy chore added to his development of outdoor skills.

The Boone family moved to North Carolina and built a home near the Yadkin River when Daniel was about 18 years old. This was a wilderness area, and Daniel was kept busy hunting for food for the family. He became a friend to the Indians and was respected by them because of his skills and courage.

Old Dan was nearly massacred when he joined British General Braddock's expedition against the French and Indians at Fort Duquesne (Pittsburg, PA). They were ambushed, but a few escaped, including Daniel and George Washington.

It was on this trip that he met John Finley, who told him about the rich Kentucky land where there was an abundance of animals. Such stories were enough to cause Daniel to want to see these wonders for himself.

On August 14, 1756, he married Rebecca Bryan, who turned out to be the perfect frontier wife. "Becky" was quite capable of protecting her family and was an expert shot with the rifle.

John Finley, who inspired and led Daniel Boone into Kentucky, depicted the Bluegrass country as "the best tract of land in North America, and probably in the world." Many others gave similar glowing reports about the beauty and abundance of game. In the spring of 1769, Boone could not hold back any longer, so, on May 1, he and a few others set out for Kentucky. They passed through Cumberland Gap, then turned northward. Setting up camp, they explored the surrounding country and were amazed to see great herds of buffalo. The Indians (Shawnee and Cherokee) had not given up their claim to any of Kentucky, even though a treaty had been made.

While hunting, Daniel Boone and his brother-in-law, John Stuart, were both captured by Indians but managed to escape 7 days later.

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[1] Tom Vantreese, "Kentucky History--Daniel Boone." Ed News Vol. 25, No. 3 (November 1984).

After staying two years in Kentucky, Daniel had learned more about the region than any other explorer. He and his brother, Squire, decided to return home. They packed their furs and skins on horses and started their journey, but at Cumberland Gap, a band of Cherokees intercepted them and took all of their belongings, then gave them orders to leave western land. Daniel returned home penniless.

In 1773 Boone tried to lead his family and others into Kentucky, and once again, they were attacked in the Cumberland Gap. Two of the group (one, his son, James) were tortured and murdered! The fearful survivors turned back against the wishes of Daniel Boone.

In 1774, he was sent to Kentucky to warn surveyors of Indian dangers. Then, in 1775, he and 28 companions were employed by the Transylvania Co. to blaze a trail through the Gap. They built a road and prepared the way for three settlements: Boonesborough, Harrod's Town, and Benjamin Logan's.

In August 1775, Boone brought his wife and daughter to Boonesborough. This was considered the first permanent settlement in Kentucky (disputed).

Kentucky almost became the 14th colony, but instead was made a county of Virginia. One of Boone's best-known acts was the rescue of his daughter and two other girls from the Indians. Boone himself was captured a second time by the Shawnee Indians. This time, he was adopted by the Chief, Blackfish. He was held 5 months until he escaped. He was able to warn Boonesborough of an impending attack by the British and Indians. The fort was saved.

This courageous explorer moved with his son to Missouri in 1799. There he died on Sept. 26, 1820. The bodies of Daniel and Rebecca were later moved to Frankfort, Kentucky. Their monument overlooks the Kentucky River.

KENTUCKY LIVESTOCK HIGHLIGHTS[1]

Cattle and Calves

Cattle and calves on Kentucky farms January 1, 1983, totaled 2.7 million head, an increase of 4 percent from a year earlier. This was the first increase in cattle numbers since 1979-80. Kentucky's first-of-year cattle inventory peaked in 1975 at 3.75 million head. Cows and heifers that have calved increased 3 percent from January 1982 to 1.33 million head. Beef cow numbers were up 4 percent to 1,087,000 head. Milk cows increased one percent from 1983 to 243,000 head, reversing the down trend started in 1955. The 1982 calf crop totaled 1.2 million calves, down one percent from 1981. On January 1, Kentucky farmers were feeding 30,000 cattle for the slaughter market, the same as a year earlier. The cattle and calves produced in 1982 were valued at $395 million, 9 percent less than in 1981. Cash receipts to farmers from the sale of cattle and calves fell 19 percent from 1981 to $355 million. Fewer marketings and lower prices combined to pull down cattle receipts.

Hogs and Pigs

The December 1, 1982, hog and pig inventory for Kentucky was 920,000 head, down 12 percent from a year earlier. This was the smallest year-to-year drop in December 1 inventory since hog numbers began to decline in 1980. Breeding stock inventory was down 17 percent, and market hog inventory declined 10 percent. During 1982, Kentucky farmers farrowed 185,000 sows, resulting in a pig crop of 1,358,000 head. This compares to 243,000 sows and 1,747,000 pigs during the previous year. The hogs produced in 1982 were valued at $152 million, 7 percent below the previous year. During 1982, Kentucky hog prices ranged from 10 to 35 percent higher than during 1981, largely due to lower hog numbers. The higher prices were more than offset by lower marketings to cause a 7 percent drop in hog cash receipts to $154 million.

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[1] Kentucky Agricultural Statistics, David D. Williamson and Robert A. Graham, statisticians (Kentucky Crop and Livestock Reporting Service, 1982-83 Annual). Used with permission.

Sheep and Lambs

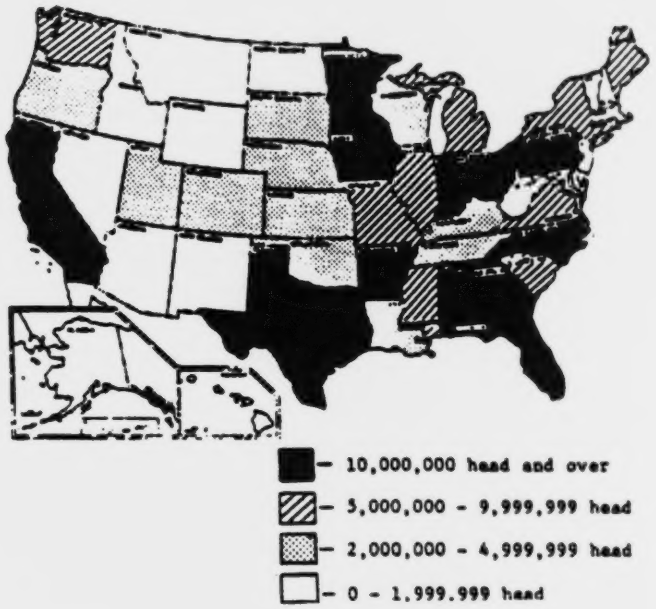
Sheep and lamb inventory on Kentucky farms on January 1, 1983 totaled 23,000 head. This is 8 percent below the 25,000 head on hand a year earlier. The inventory of ewes one year old and over was down 1,000 head to 19,000. Lambs born in 1982 in Kentucky totaled 20,000 head, down 13 percent from a year ago. The value of 1982 sheep and lamb production was $891,000, down 5 percent from 1981. Cash receipts to farmers were down 9 percent to $905,000. Fewer marketings and lower sheep prices more than offset slightly higher lamb prices.

Poultry

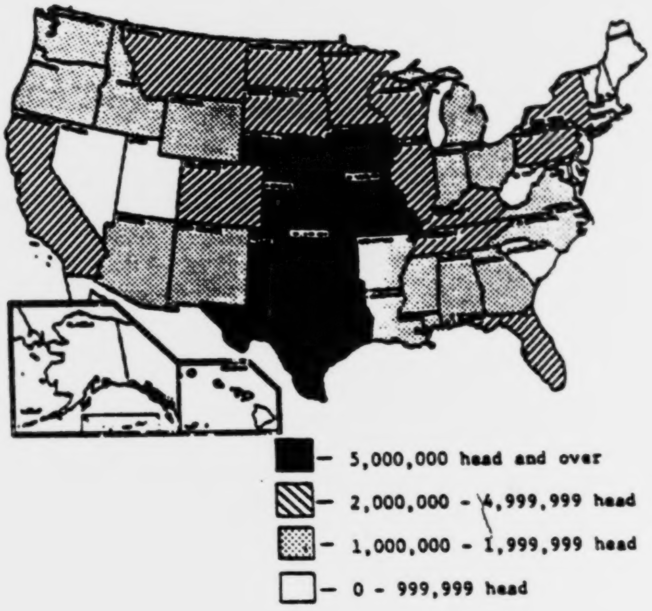
The December 1, 1982, inventory of all chickens (excluding commercial broilers) totaled 2,940,000 birds, 5 percent fewer than the previous year. Of the total, 2,130,000 were laying hens, down 9 percent from a year earlier. During 1982, Kentucky's flocks produced 484 million eggs, 5 percent below 1981 production. Cash receipts to farmers from the sale of chickens (excluding broilers) and eggs totaled $21,702,000, down 12 percent from 1981. During 1982, Kentucky farmers raised 2,907,000 broilers, 8 percent fewer than the previous year. Broiler production was valued at $2,180,000, down 27 percent from 1981. Lower production and prices caused the decline.

Maps: Chickens, Cattle, Calves

CHICKENS

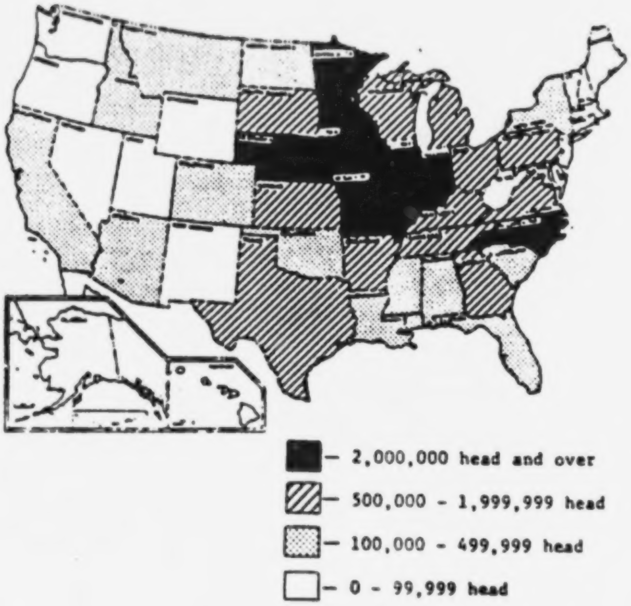

■ – 10,000,000 head and over
▨ – 5,000,000 - 9,999,999 head
▒ – 2,000,000 - 4,999,999 head
☐ – 0 - 1.999.999 head

CATTLE AND CALVES

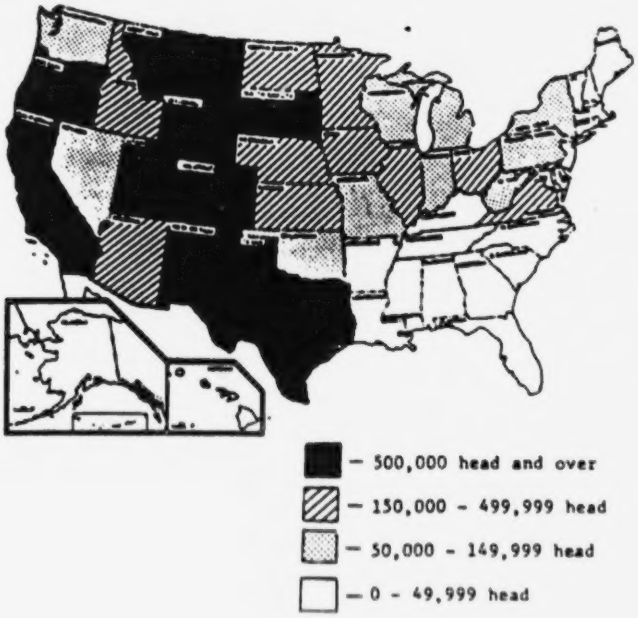

■ – 5,000,000 head and over
▨ – 2,000,000 - 4,999,999 head
▒ – 1,000,000 - 1,999,999 head
☐ – 0 - 999,999 head

Maps: Hogs and Pigs, Sheep and Lambs

HOGS


■ — 2,000,000 head and over
▨ — 500,000 - 1,999,999 head
░ — 100,000 - 499,999 head
☐ — 0 - 99,999 head

SHEEP AND LAMBS


■ — 500,000 head and over
▨ — 150,000 - 499,999 head
░ — 50,000 - 149,999 head
☐ — 0 - 49,999 head

Kentucky Meat Animals, 1980-1982

Cattle and Calves	1980	1981	1982 1/
		(Thousands)	
Number on Hand January 1	2,700	2,600	2,600
Calf Crop			
Calves Born	1,240	1,210	1,200
Inshipments	60	68	58
Marketings 2/			
Cattle	789	764	691
Calves	453	370	321
Farm Slaughter	8	9	8
Deaths			
Cattle	45	40	43
Calves	105	95	95
Production 3/		(Thousand Pounds)	
Total Cattle and Calves	784,720	827,530	813,725
Marketings 4/	885,660	839,640	729,035
Price Per 100 Pounds		(Dollars)	
Cattle	59.30	51.00	47.50
Calves	72.40	57.70	55.00
Cash Receipts from Sales 5/ ($1,000)	545,809	438,044	355,248
Value of Home Consumption ($1,000)	14,242	17,207	15,757
Gross Income ($1,000)	560,051	455,251	371,005
Hogs			
		(Thousands)	
Number on Hand Dec. Preceding Year	1,470	1,220	1,040
Spring Pig Crop (Dec. - May)			
Sows Farrowed	155	119	85
Pigs Saved	1,071	842	638
Fall Pig Crop (June - Nov.)			
Sows Farrowed	146	124	100
Pigs Saved	1,011	905	720
Inshipments	30	35	36
Marketings 2/	2,107	1,777	1,356
Farm Slaughter	35	25	30
Deaths	220	160	128
		(Thousand Pounds)	
Production 3/	443,682	354,528	268,767
Marketings 4/	458,148	360,500	270,250
		(Dollars)	
Price Per 100 Pounds	38.50	44.50	53.50
Cash Receipts from Sales 5/ ($1,000)	179,827	166,142	154,116
Value of Home Consumption ($1,000)	5,626	7,743	8,844
Gross Income ($1,000)	185,453	173,885	162,960

1/Preliminary 1982. 2/Includes custom slaughter for use on farms where produced and State outshipments, but excludes interfarm sales within the State. 3/Adjustments made for changes in inventory and for inshipments. 4/Excludes interfarm sales within the State and custom slaughter on farms where produced. 5/Receipts from marketings and sale of farm slaughter.

Sheep and Lamb District Estimates
1981 - 1982

1981 District Estimates

	DISTRICTS	All Sheep and Lambs on Farms End of Year 1981	Sheep Shorn 1981	Wood Production 1981	Wool Value 1/ 1981
		(Number)	(Number)	(Pounds)	(Dollars)
Jefferson	District 1	1,500	1,500	11,000	7,100
	District 2	2,600	2,600	18,100	11,600
	District 3	3,000	3,000	19,200	12,300
	District 4	4,000	4,000	25,700	16,500
	District 5	12,500	12,500	86,500	55,400
	District 6	1,400	1,400	9,500	6,100
	STATE	25,000	25,000	170,000	109,000

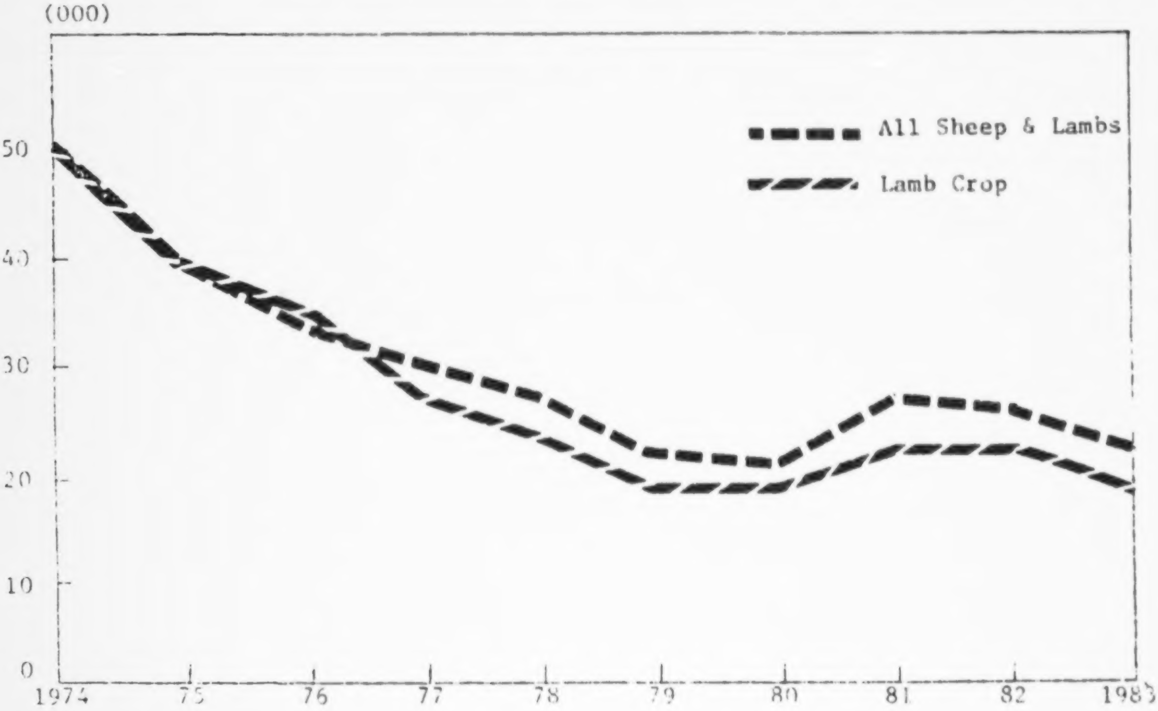
1/Wool value based on average local market price and does not include incentive payment.

1982 District Estimates 1/

	DISTRICTS	All Sheep and Lambs on Farms End of Year 1982	Sheep Shorn 1982	Wood Production 1982	Wool Value 2/ 1982
		(Number)	(Number)	(Pounds)	(Dollars)
Jefferson	District 1	1,200	1,300	9,100	3,500
	District 2	2,300	2,400	16,600	6,300
	District 3	2,600	2,800	18,600	7,100
	District 4	3,500	3,600	24,400	9,300
	District 5	11,500	12,000	83,400	31,900
	District 6	1,900	1,900	12,900	4,900
	STATE	23,000	24,000	165,000	63,000

1/Preliminary. 2/Wool value based on average local market price and does not include incentive payment.

Map--Sheep Trends, 1974-1983 1/



1/ All sheep and lambs--January 1 inventory. Lamb crop--lambs born previous year.

Commercial Mink Production

Commercial mink production is a small industry in Kentucky, with only a few operations raising mink in the state. State estimates are not published to avoid disclosing production of individual operations. However, nationally, mink farming is a multi-million dollar enterprise involving 1,154 mink farms. Most of these operations are located in northern sections of the country, with Wisconsin, Utah, and Minnesota the leading states. Georgia is the top mink producer among southern states.

Mink production in the U.S. in 1982 totaled 4.08 million pelts, compared to 3.5 million in 1980. (There was no survey of 1981 production.) This was the most pelts produced since 1970. Almost one-third of the pelts were in the Standard (dark brown) color class; 18 percent were Demi-Buff (light brown); and 16 percent Pastels. The farm-raised mink pelts sold in 1982 were valued at $119.9 million. The average price per pelt was $29.40, compared to $32.20 in 1981, and $35.30 in 1980.

There were 1.13 million mink females bred to produce kits in 1983, compared to 1.07 million bred for 1981 production. By color class, 36 percent of the females were Standard, and 15 percent were Demi-Buff. From 1 to 8 kits are born to each female in late spring. These kits will grow rapidly, producing two coats of fur by fall. The winter coat is commercially important because it is dark and dense. These mink will be pelted in late fall and early winter when their fur is "prime."

Mink Pelts Produced and Females Bred, By Color Class, United States, 1980-1983 1/

COLOR CLASS	PELTS PRODUCED 1980 2/	PELTS PRODUCED 1982	FEMALES BRED TO PRODUCE KITS 1980	FEMALES BRED TO PRODUCE KITS 1981	FEMALES BRED TO PRODUCE KITS 1983
	Thousands		Thousands		
Standard	1,269	1,325	406	410	406
Ranch Wild	226	410	59.7	75.1	100.5
Demi-Buff	670	733	161	156	173.9
Pastel	15	16	5.3	4.4	3.3
Sapphire	130	114	39.4	38.6	42.9
Gunmetal	71	92	21.3	23.7	32.6
Platinum	13	13	1.7	3.0	2.7
Pearl	178	278	57.0	61.9	89.5
Lavender-Hope	11	12	3.7	4.1	3.9
Pink	54	79	15.9	19.1	31.1
Violet-Type	163	202	55.1	52.7	75.2
White	82	153	26.0	31.7	41.3
Misc. & Unclassified	4	4	1.6	1.0	1.5
U.S. TOTAL	3,501	4,077	1,037	1,074	1,130

1/There was no survey in 1982. Sum of color class may not add to U.S. total due to rounding. 2/Revised.

Milk Production

Crop of 1982

Top Five Counties:

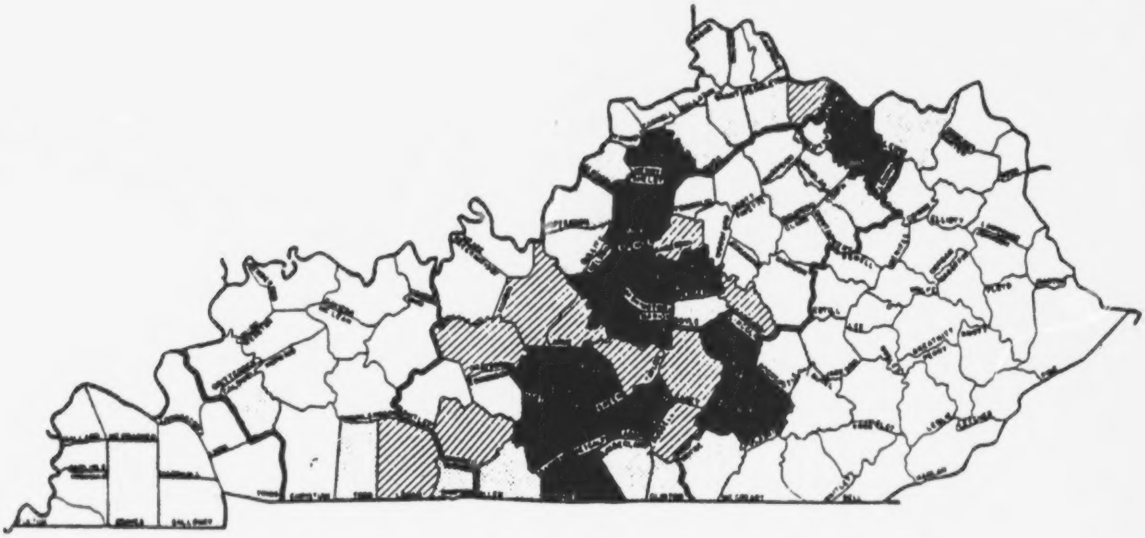
1. Shelby - 140,000,000 lbs.
2. Barren - 129,500,000 lbs.
3. Hart - 93,000,000 lbs.
4. Fleming - 93,000,000 lbs.
5. Nelson - 89,000,000 lbs.

____ --50,000,000 pounds and over

____ --30,000,000 - 49,999,999 pounds

____ --10,000,000 - 29,999,999 pounds

____ --0 - 9,999,999 pounds



Kentucky's 1982 milk production was valued at $310 million.

Kentucky Cheese Production

Kentucky produced 56.9 million pounds of cheese (excluding cottage cheese) in 1982. This is an increase of 13 percent from 1981. Nationally, Kentucky ranked 17th in total cheese production. The State ranked 12th in the production of American type cheeses, producing 40.7 million pounds, an increase of 13 percent. Cheddar cheese accounted for 81 percent of this production, ranking Kentucky 10th in the nation for cheddar cheese production. Other varieties of American type cheese, such as Colby, accounted for the other 19 percent with a production of 7.9 million pounds.

American and Total Cheese Production 1/
Kentucky, 1981 AND 1982

MONTH	AMERICAN TYPE CHEESE				TOTAL AMERICAN TYPE CHEESE		TOTAL CHEESE 2/	
	Cheddar		Other Varieties					
	1981	1982	1981	1982	1981	1982	1981	1982
	(Thousand Pounds)							
January	1,890	2,191	710	476	2,600	2,667	3,933	4,043
February	2,625	2,710	450	245	3,075	2,955	4.303	4,221
March	2,621	3,107	689	839	3,310	3,946	4,332	5,103
April-June	8,710	9,090	3,149	4,102	11,859	13,192	15,509	17,593
July-September	5,211	8,006	2,397	1,478	7,608	9,484	11,281	13,094
October-December	6,168	7,720	1,503	749	7,671	8,469	10,980	12,834
TOTAL	27,225	32,824	8,898	7,889	36,123	40,713	50,338	56,888

1/Data on other types of cheese not published to avoid disclosure of individual operations.
2/Excluding cottage cheese.

KENTUCKY CROP VALUES - 1982

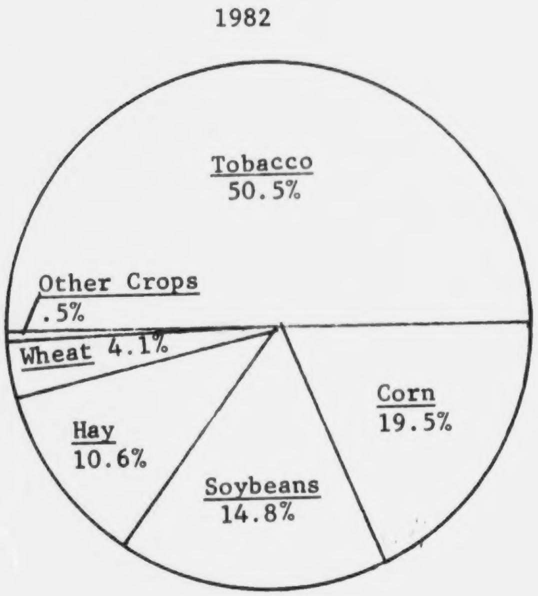
Crop Value Increases

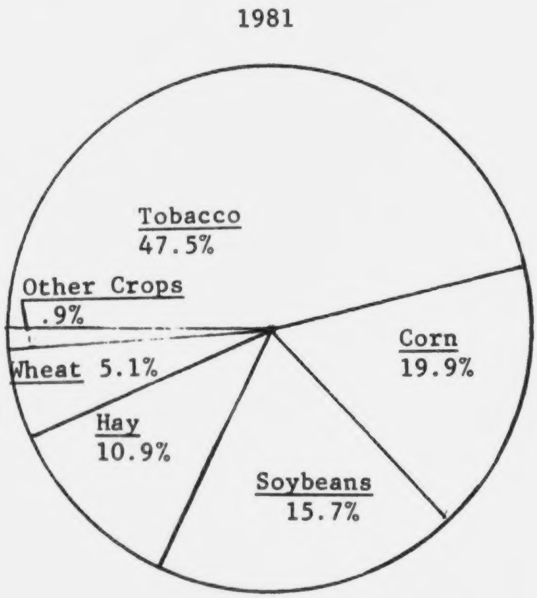
Kentucky farmers produced crops valued at a record high $2.06 billion, an increase of $137.4 million from the previous record high 1981 value. Four of the five major crops produced in Kentucky increased in value. Tobacco, corn for grain, soybeans, and hay were up in value, while wheat decreased in value. The increase in tobacco and hay resulted from both larger production and increased price of product. The increase in corn for grain and soybeans resulted from increased production only. The 1982 prices of corn for grain and soybeans were below those of 1981. The decrease in wheat value resulted from both decreased production and lower price per bushel. With regard to other Kentucky crops, the prices of sorghum grain and commercial apples were up, while the prices of barley, oats, and rye were down.

Distribution of Crop Values

Production of five major crops (tobacco, corn, soybeans, hay, and wheat) by Kentucky farmers accounted for over 99 percent of the total value of all crops produced. Tobacco continued to be the leading crop with one-half of the State's total crop value, up slightly from the 47 percent in 1981.

Tobacco accounted for a larger share of the State's total crop production value due to increased production and higher value per pound. On a National level, Kentucky tobacco makes up 30 percent of the total tobacco value. Corn continues to be the second leading commodity in Kentucky followed by soybeans, hay, and wheat. These crops account for the following percent of total: corn--19 percent, soybeans-15 percent, hay--11 percent, and wheat--4 percent.





Kentucky Crops Ranked by 1982 Value of Production

RANK	COMMODITY AND UNIT	1982 CROP YEAR 1/ Price Per Unit (Dollars)	1982 CROP YEAR 1/ Total Value (1,000 Dollars)	1981 CROP YEAR 2/ Price Per Unit (Dollars)	1981 CROP YEAR 2/ Total Value (1,000 Dollars)	CHANGE IN VALUE (1982 as % of 1981)
1.	Tobacco, All, lb.	1.801	1,039,577	1.791	912,721	114
2.	Corn (for grain), bu.	2.55	402,747	2.57	382,930	105
3.	Soybeans, bu.	5.75	305,440	6.33	302,891	101
4.	Hay, ton	64.00	217,408	63.50	209,804	104
5.	Wheat, bu.	3.20	84,240	3.45	98,532	85
6.	Sorghum Grain, bu.	2.18	6,130	2.14	4,815	127
7.	Barley, bu.	1.70	2,295	2.19	4,415	52
8.	Commercial Apples, lb.	.154	1,759	.130	2,651	66
9.	Oats, bu.	2.90	893	3.00	864	103
10.	Rye, bu.	2.90	162	3.60	292	55
11.	Peaches, lb.	3/	3/	.210	3,360	--
	TOTAL		2,060,651		1,923,275	107

1/Preliminary. 2/Revised. 3/No significant production due to frost.

Top Five United States Crops Ranked by 1982 Value of Production

RANK	COMMODITY AND UNIT	1982 CROP YEAR 1/ Price Per Unit (Dollars)	1982 CROP YEAR 1/ Total Value (1,000 Dollars)	1981 CROP YEAR 2/ Price Per Unit (Dollars)	1981 CROP YEAR 2/ Total Value (1,000 Dollars)	CHANGE IN VALUE (1982 as % of 1981)
1.	Corn (for grain), bu.	2.65	22,252,935	2.50	20,405,973	109
2.	Soybeans, bu.	5.57	12,682,756	6.04	12,071,341	105
3.	All Hay, ton	68.60	10,456,286	67.10	9,608,787	109
4.	All Wheat, bu.	3.53	9,914,842	3.65	10,224,661	97
5.	All Tobacco, lb.	1.765	3,497,705	1.706	3,520,413	99

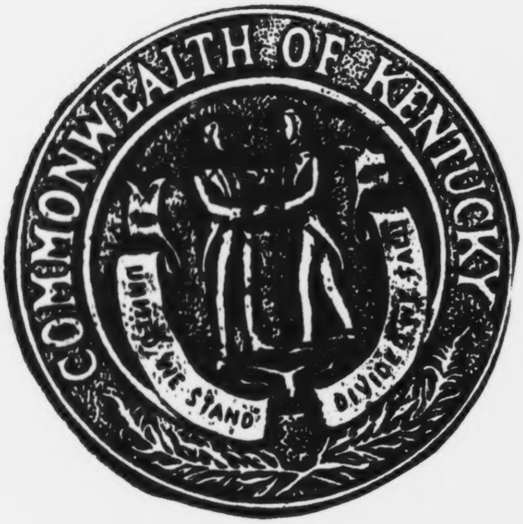
1/Preliminary. 2/Revised.

Source: Kentucky Agricultural Statistics (1982-83)
Kentucky Crop and Livestock Reporting Service
645 Post Office Bldg.
P.O. Box 1120
Louisville, KY 40201
582-5293

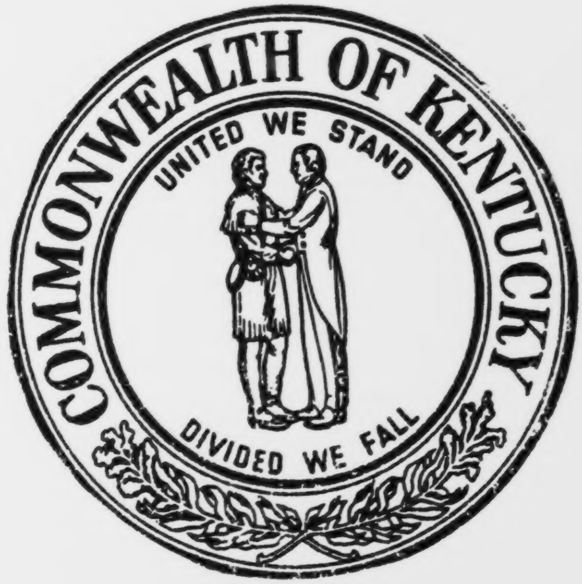
STATE SEAL - KENTUCKY

In 1792, some six months after Kentucky joined the union, the general assembly created a seal for the state. The seal shows two men (or friends) greeting each other. Centered around them are the words "United We Stand, Divided We Fall." The lower portion shows two sprigs of golden rod. The wording and the golden rod later became the official state motto and state flower.

OFFICIAL SEAL OF KENTUCKY


COMMONWEALTH OF KENTUCKY
UNITED WE STAND
DIVIDED WE FALL

1792


COMMONWEALTH OF KENTUCKY
UNITED WE STAND
DIVIDED WE FALL

Present

STATE SONG OF KENTUCKY

MY OLD KENTUCKY HOME

The sun shines bright in the old Kentucky Home,
'Tis summer, the time to be gay,
The corn-top's ripe and the meadow's in the bloom,
While the birds make music all the day.
The young folks roll on the little cabin floor,
All merry, all happy, and bright:
By'n by Hard Times comes a-knocking at the door,
Then my old Kentucky Home, Good-Night!

Chorus

Weep no more, my lady, Oh! weep no more today!
We will sing one song for the old Kentucky Home
For the Old Kentucky Home, far away.

--Stephen Collins Foster

1. Have students locate on a Kentucky map the site where the song was written.

2. Have students determine the homeplace of the author of this song.

3. Have students discuss the time period in which this song was written.

4. Have students determine the setting which is indicated by this song.

5. Have students surmise who would be singing this song based on the wording of the lyrics.

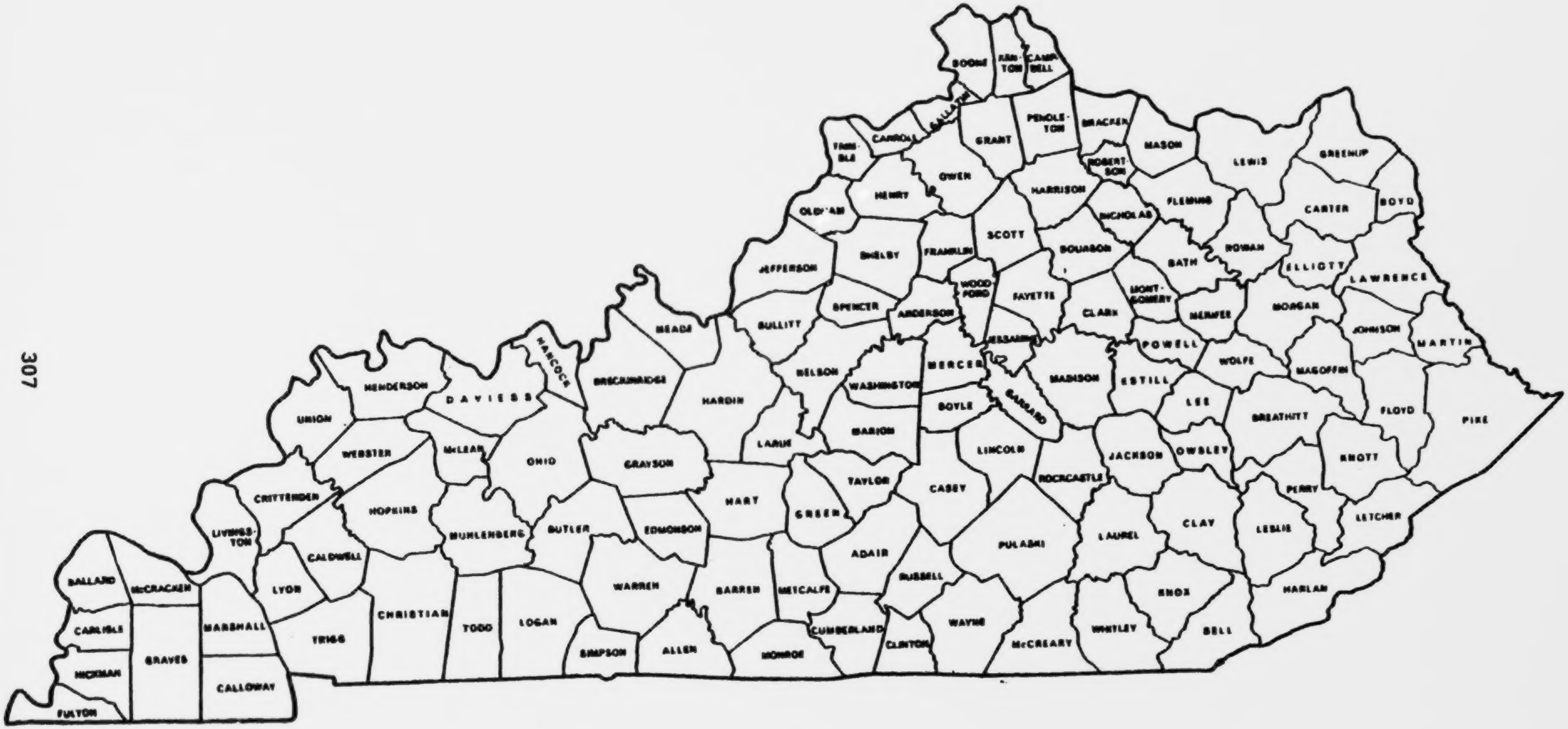
6. Have students speculate why this song was chosen as the state song.

7. Have students determine when this song is sung.

THE 120 COUNTIES OF KENTUCKY

GREEN
OHIO
BOONE
KENTON
CAMPBELL
GALLATIN
GRANT
PENDLETON
BRACKEN
MASON
LEWIS
GREENUP
BOYD
TRIMBLE
CARROLL
OWEN
HARRISON
NICHOLAS
FLEMING
ROWAN
LESLIE
LAWRENCE
MARTIN
PIKE
WEBSTER
HANCOCK
LEE
MAGOFFIN
BREATHITT
WOLFE
TAYLOR
MUHLENBERG
FLOYD
JOHNSON
ELLIOTT
BATH
BOURBON
SCOTT
FRANKLIN
SHELBY
OLDHAM
JEFFERSON
SPENCER
ANDERSON
WOODFORD
FAYETTE
CLARK
MONTGOMERY
MENIFEE
MORGAN
LETCHER
HARLAN
BELL
KNOX
HENDERSON
BRECKINRIDGE
MERCER
GRAYSON
LOGAN
MADISON
CASEY
MCLEAN
WHITLEY
LAUREL
JACKSON
ESTILL
POWELL
CLAY
OWSLEY
MCCREARY
PULASKI
LINCOLN
BOYLE
GARRARD
JESSAMINE
WAYNE
CLINTON
RUSSELL
CUMBERLAND
ADAIR
LIVINGSTON
MARION
WASHINGTON
NELSON
HENRY
EDMONSON
WARREN
BUTLER
ROBERTSON
PERRY
ROCKCASTLE
DAVIESS
LARUE
BULLITT
MEADE
HARDIN
HART
BARREN
ALLEN
MONROE
SIMPSON
FULTON
HICKMAN
CARLISLE
BALLARD
MCCRACKEN
GRAVES
MARSHALL
CALLOWAY
CRITTENDEN
LYON
TRIGG
CALDWELL
HOPKINS
CHRISTIAN
TODD
UNION
CARTER
KNOTT
METCALF

Map--Kentucky Counties


BOONE
KEN-TON
CAMP-BELL
GALLATIN
CARROLL
TRIM-BLE
GRANT
PENDLE-TON
BRACKEN
MASON
LEWIS
GREENUP
BOYD
ROBERT-SON
OWEN
HENRY
OLDHAM
HARRISON
FLEMING
CARTER
NICHOLAS
SCOTT
FRANKLIN
SHELBY
JEFFERSON
BOURBON
BATH
ROWAN
ELLIOTT
LAWRENCE
WOOD-FORD
FAYETTE
MONT-GOMERY
SPENCER
ANDERSON
CLARK
MENIFEE
MORGAN
BULLITT
MEADE
JESSAMINE
POWELL
JOHNSON
MARTIN
HANCOCK
NELSON
MERCER
MADISON
WOLFE
MAGOFFIN
HENDERSON
DAVIESS
BRECKINRIDGE
HARDIN
WASHINGTON
GARRARD
ESTILL
LEE
BOYLE
BREATHITT
FLOYD
PIKE
UNION
WEBSTER
McLEAN
OHIO
GRAYSON
LARUE
MARION
LINCOLN
JACKSON
OWSLEY
KNOTT
CRITTENDEN
TAYLOR
CASEY
ROCKCASTLE
PERRY
HOPKINS
HART
GREEN
LIVINGS-TON
MUHLENBERG
BUTLER
EDMONSON
PULASKI
LAUREL
CLAY
LESLIE
LETCHER
CALDWELL
ADAIR
RUSSELL
BALLARD
McCRACKEN
LYON
WARREN
BARREN
METCALFE
KNOX
HARLAN
CARLISLE
MARSHALL
CHRISTIAN
TODD
LOGAN
TRIGG
CUMBERLAND
WAYNE
WHITLEY
BELL
SIMPSON
ALLEN
MONROE
CLINTON
McCREARY
HICKMAN
GRAVES
CALLOWAY
FULTON

THE HISTORY OF WASHINGTON, KENTUCKY[1]

(From the frontier outpost, carved from the lush cane brake in 1786, to the continuing preservation project of the present day.)

In 1784, Simon Kenton built his station, the first defense against the Indians in northern Kentucky. The next year, William Wood and Arthur Fox bought land near the station from Kenton and laid out Washington in a lush canebrake. The town was four miles from the river on the buffalo and Indian trail to the interior of Kentucky. Threat of Indian attack continued until the Treaty of Greenville in 1795, and Washington served as the first haven to riverborne pioneers. In 1786 Washington was established by an Act of the Virginia Legislature.

Mason County was formed in 1789, covering one-fourth of Kentucky, with Washington as the county seat. The fledgling town grew to 119 cabins, second largest town in Kentucky by 1790. Just two years after Kentucky became a state, in 1792, the beautiful new courthouse was completed by Lewis Craig. This imposing structure of native limestone was the focus of all the bustle of the booming town. The same year a post office was established at Washington, which had previously been a mail distributing point for the entire Northwest Territory.

By 1797 Washington was a flourishing commercial center. People from Lexington came to Washington to shop at the twenty mercantile houses, and travellers on the Maysville-Lexington Road found lodging and fine food at the two inns. The town also boasted ten craft shops, three rope walks, and three churches. The next year Washington built a series of 22 wells, the first public waterworks west of the Alleghenies.

A great fire in 1825 burned twenty buildings, and a severe cholera epidemic in the early 1830s dealt Washington heavy blows from which she would never fully recover. Commerce and political influence began to shift from Washington to Maysville, now a booming river port. After Maysville was named the county seat of Mason County in 1848, Washington continued as an agricultural center for the surrounding area until the decline of the hemp industry in the 1860s.

Harriet Beecher (Stowe) visited Washington in 1833 where she witnessed a slave auction on the block in front of the Courthouse. This poignant experience was later reflected in Uncle Tom's Cabin, the novel that stirred the anti-slavery sentiment, which in part caused the Civil War.

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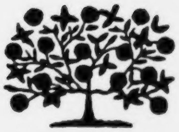
[1] "Old Washington, Kentucky: Historic Guide and Walking Tour Map" (Washington, KY: Historic Washington, Kentucky, 1985). Used with permission.

Washington continued as an educational and cultural center through the late 1800s, although the town steadily lost population. A main element of Washington's heritage was wiped out in 1909 when the Courthouse burned to the ground. Since the turn of the century, the town has changed little. Moving U.S. 68 from the center of Washington helped the old town to retain its charm. Future impetus for preservation occurred when a historic district was created in 1969 and named to the National Register of Historic Places. Washington is a place still very much alive, and ready to tell its story.

Many homes built during Washington's infant years still stand, some dating back as early as 1795.

Special Events and Guided Tours

Frequent "Country Weekenders" provide special crafts and flea market shopping for the visitor. Varied special events, such as Frontier Christmas and Geranium Day, occur throughout the season, April through the first week in December. Guided tours are available on weekends, and at other times by appointment (for more information, write to Old Washington, Inc. or call 606-759-7843.) Old log buildings are restored which are pointed out during tours.



Teachers Guide to

The Shakers at Pleasant Hill

Prepared by
Shakertown at Pleasant Hill, Kentucky, Inc.

In cooperation with
the Kentucky Department of Education

Used with permission.

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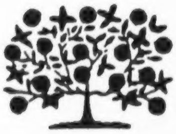
Games and Music
Illustrations



SHAKERTOWN
AT PLEASANT HILL, KENTUCKY, INC
Route 4 Harrodsburg, Ky. 40330

Dear Teacher:

Pleasant Hill is a village which was built and inhabited by Shakers from 1805 until 1910. Today, twenty-seven original buildings have been restored and are open for public use. A portion of these buildings house exhibits of Shaker life. The Centre Family Dwelling House contains a collection of furniture and items used by the Shakers. Other buildings house demonstrating craftspeople making such items as flat brooms, buckets, or hand-woven coverlets. Interpreters are on hand to explain artifacts and activities and to answer questions.

By itself, a visit to the Village is an excellent educational experience; however, with pre- and post- visit classroom preparation, the student will have higher levels of interest, understanding, and retention. For this purpose a resource unit on the Shakers at Pleasant Hill has been compiled. It contains a teacher's guide with suggested classroom activities, background information for the teacher, line drawings of buildings and exhibits, Shaker songs and proverbs, follow-up work games, as well as a bibliography of additional resources. The materials are designed to be used separately or as a total learning experience, easily adaptable to the individual teacher's needs.

It is our hope that the student will find a trip to Pleasant Hill to be fun and interesting. Let's work together to make it happen!

The Interpretive Staff

Shakertown at Pleasant Hill

Teacher's Guide

The study of Pleasant Hill can be approached in three different ways. It can be used as an example of rural or village life in nineteenth century America, as an exhibit of the contributions Shakers made to American culture (such as furniture styles and labor-saving devices), or as an example of how the interplay of ideals and environment affect the development of a community. Although this resource packet can be effective with any or all of these methods, we feel the study of Pleasant Hill as a developing community brings the shakers into better perspective.

A trip to the Village is considered the highlight of any study of the Shakers of Pleasant Hill. These materials are not intended as a substitute for such a visit, but to enrich the experience. For the most effective learning situation, both pre- and post-visit materials should be used.

Materials Guide

"SHAKER LIFE" - Designed solely for use by the teacher as background material, it is not intended as subject matter for the student.

DRAWINGS - These line drawings are to provide the necessary visual concept of what will be seen. They can be used to initiate or enliven discussions, as displays for bulletin boards and media areas, or duplicated for individual use by the students.

PROVERBS - These Shaker wisdoms represent basic beliefs expressed simply and metaphorically. In Language Arts lessons, they can be used in comparison with Biblical sayings, regional adages, or modern graffiti. The students could rephrase them in modern language, translate modern sayings into archaic language, or make up their own sayings.

SONGS - These simple tunes will attract interest with their unusual words and catchy melodies. They can be used alone in music class, acted out for movement, even prepared and performed before other classes.

FOLLOW-UP ACTIVITIES - These challenging word games will strengthen vocabulary learned in Shaker studies.

Suggested Activities

I. Introduce to the class a simple Shaker invention or innovation such as a flat broom, a package of seeds, or a spring-action clothespin without telling its origin. Using the inquiry method initiate discussion with questions such as why was this invention important? How is it useful? Who would have made it? Would it have been handmade? From what materials was it made? What type of people do you think would have designed this? Where might they have lived?

Explain that the students are going to learn about a group of people who built their own society and were responsible for many such labor-saving devices.

II. Physically divide the classroom, arranging the desks so that the girls are on one side and the boys on the other. Explain that for the morning boys and girls must remain separated and cannot speak to one another. Choose two boys and two girls to be "leaders", giving them the freedom to talk to one another and to delegate duties to the other students. After lunch, or at the end of the day, ask the students how they feel after their unusual experience. If everyone lived like that, what type of society would have developed? How would work be divided? Could there be a democracy? How would they live?

The line drawings of the Centre Family House, the Kitchen, and the Brethren's Shop can be shown and brought into the discussion.

III. During a music lesson, teach the students the simple tune "Hop Up and Jump Up", encouraging them to act out the words in the song. (This could become very lively.) When they've settled down ask them such questions as what kind of music does it sound like? Would you hear this kind of music in church? How is it different from other church music? Does it encourage movement? Next, teach the other songs. Ask the students to compare them to the first song. Are they more like what is sung in church? How are they different?

Aaron Copeland used the melody from "Simple Gifts" as one of the major themes in "Appalachian Spring", one of his most famous orchestral works. Play this selection for the students after they have learned "Simple Gifts" and encourage them to distinguish the familiar theme from the orchestration.

NOTE: It should be explained to the students that the Shakers danced to these songs as an expression of their worship. Their dancing was a symbolic way of shaking free of sin. The students might like to try a Shaker dance--

Line the boys and girls in rows facing one another. To the tune of a Shaker song or to a simple drumbeat, the children will advance in rows with small shuffling steps with heads bowed and arms extended, shaking fingertips. (This symbolizes shaking sin from the body.) Then with heads raised and palms uplifted, they shuffle back to their original position. (The upturned palms were for receiving blessings from God.)

IV. Display several Shaker sayings prominently. Initiate discussion with questions such as what do they mean? What about the language; does it sound different than what we use? How? Can you think of some similar sayings? How does this saying reflect upon the person who wrote it? What type of life did he live?

V. Divide the class into groups of three or four students; assigning each group a topic to investigate on their trip to Pleasant Hill. On the return to the classroom, each group can write up their findings and report to the whole class or contribute their paragraph to a class album.

SAMPLE TOPICS

1. How did a Shaker spend an average day?
2. How were Shaker children educated and what were they taught?
3. How did the Shakers make their money?
4. How was the Village governed?
5. How did they take care of the sick?
6. How many different ways were the pegs used?
7. What was a Shaker worship service like?
8. How did religion effect the construction of the Village?
9. What time saving inventions are the Shakers credited with?
10. How did the water system work?
11. How are buckets made?
12. How are brooms made?
13. How was cloth dyed?
14. How did the Shakers entertain themselves?

VI. (This would be best used after a trip to the Village.) The community of Pleasant Hill was molded from certain interrelated ideals around which the Shaker faith evolved. Six of these ideals are explained below. Invite your students to remember objects they saw in the Village which best represent these ideals. There should be many examples; as an aid several are listed.

TIME was used wisely, never hurried nor wasted.

SIMPLICITY in all things, from food and clothing through furniture and building design, discouraged vanity and waste.

UTILITY or usefulness in all things would increase efficiency and improve use of time.

ORDER was evidenced in the arrangement of their buildings, the cleanliness of their rooms, and the work they wished to accomplish.

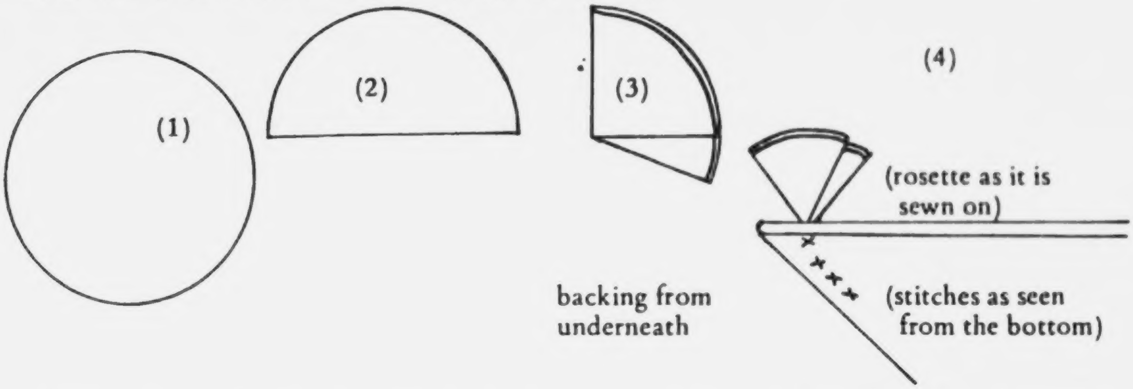
SPACE was orderly arranged, uncluttered, with attention paid to good light and ventilation.

PROGRESS was wise use of time, simplicity, utility, order, and space for the good of all.

1. The Centre Family House bell - was the Village alarm clock, calling people to meals, in from the shops at night, and awakening them in the morning.
2. Water House - saved time by bringing the water right into the houses and work areas, and was probably the earliest system of its type in Kentucky.
3. pegboard
4. flat broom
5. closet under stairway
6. style of clothing
7. candle sconce
8. dumbwaiter
9. oval boxes
10. packaged seeds
11. high ceilings
12. apple peeler
13. fences
14. a Shaker bedroom
15. boot scraper
16. swift
17. step stools for built-in cupboards
18. splashblocks under gutter downspouts
19. stone walks
20. Shaker stove

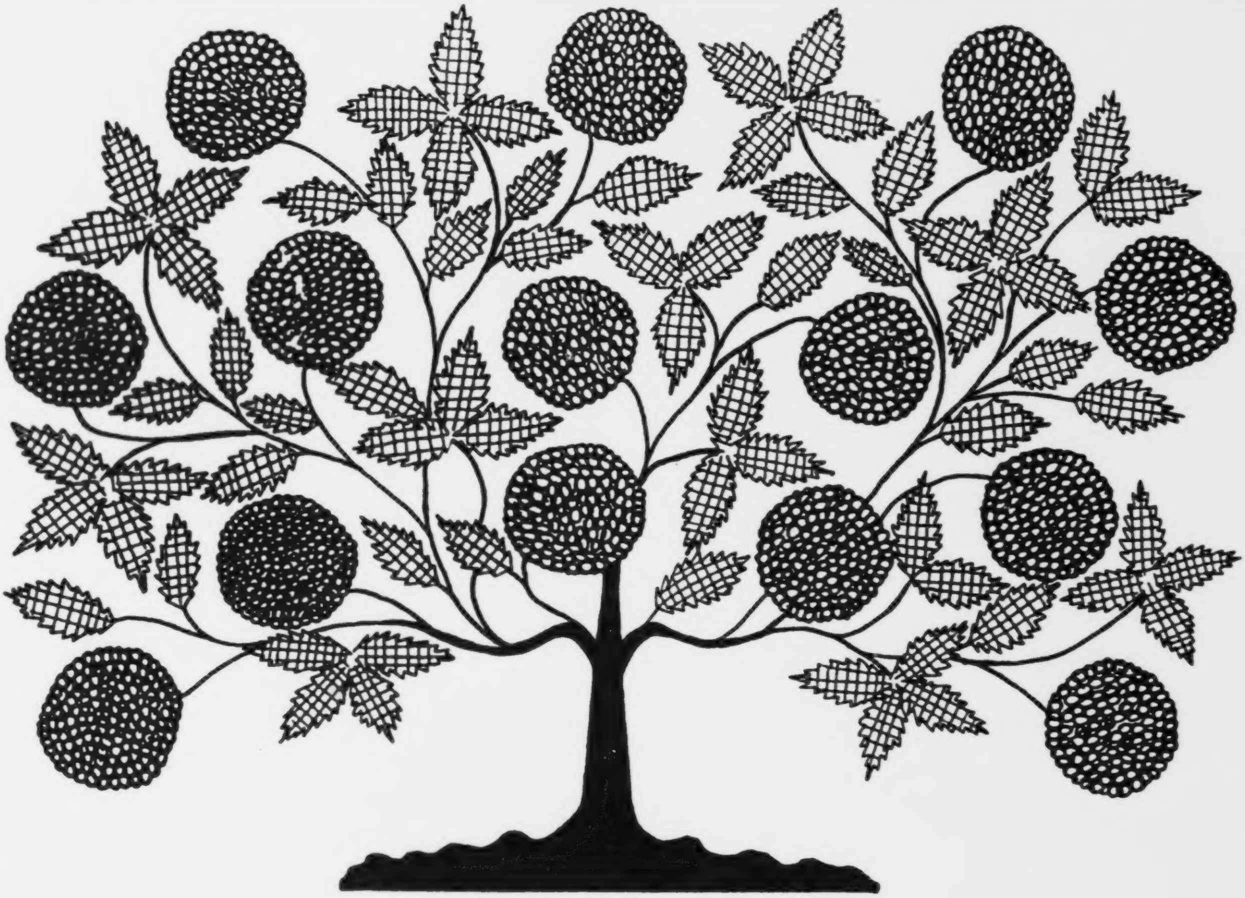
VII. As a follow-up activity, the class might like to work on a full-size reproduction of a Shaker scaled rug, or adapt the idea to make individual hot pads. American Hooked and Sewn Rugs, Folk Art Underfoot, by Joel and Kate Kopp, has three beautiful illustrations of these scaled rugs made by the Shakers on page 79. The bright mosaic-like pictures in the rugs are made by attaching "rosettes" of cotton to a heavy backing. By regulating the use of color, quite elaborate images can be created. The directions are very simple as follows:

Have the children bring in colorful scraps of cotton material. (1) Using a silver dollar as a pattern, cut the material into circles (see corresponding drawings). These circles are then (2) folded in half and (3) again into quarters, forming a small rosette. (4) The end or point of this rosette is then sewn to a piece of heavy fabric such as denim or burlap. The rosettes must be placed very close together to form a pile. The edges of the backing must be finished before the cotton rosettes are attached.


(1)
(2)
(3)
(4)
(rosette as it is sewn on)
backing from underneath
(stitches as seen from the bottom)

VIII. Butter churning is a very simple classroom activity. Students who live on farms may be able to supply their class with enough top cream for the activity. Or perhaps a dairy farmer or milk-processing plant in the area would be willing to donate cream for a class project.

Divide the class into groups of four or five students. Give each group a pint or quart jar of cream, with the lid securely fastened. Each child in the group will take turns shaking the jar of cream. After about ten or fifteen minutes, the butter should begin to solidify in the liquid. At this time all of the children will pour their butter and buttermilk into one large bowl. Then by using spoons the butter is kneaded to work out the remaining water and milk which must be poured off. The finished butter may be shaped in a paper cup, a modern plastic butter container, or an old butter mold.if available. Spread on crackers, it makes a great midday snack.



The Tree of Life. Original by Hancock, 1854. Ink and water color; size: Height, 18 1/8"; width, 23 5/16".

City of Peace Monday July, 3rd 1854. I received a draft of a beautiful Tree pencil'd on a large sheet of white paper bearing ripe fruit. I saw it plainly; it looked very singular and curious to me. I have since learned that this tree grows in the Spirit Land. Afterwards the spirit shew'd me plainly the branches, leaves and fruit, painted or drawn upon paper. The leaves were check'd or cross'd and the same colors you see here. I entreated Mother Ann to tell me the name of this tree: which she did Oct. 1st 4th hour P.M. by moving the hand of a medium to write twice over Your Tree is the Tree of Life. Seen and painted by, Hannah Cohoon.*

**The inscription "Aged 66" appears in a corner of the reverse side of the sheet.*

From: Visions of the Heavenly Sphere by Edward Deming Andrews and Faith Andrews

Shaker Life

In the midst of the excitement felt on the eve of the American Revolution, eight immigrants landed in New York. These newcomers had come to practice a religion persecuted in their homeland. Under the leadership of Ann Lee, known to them as Mother Ann, they established a church that ultimately embraced 6,000 members throughout the eastern United States. They were called Shakers and their influence on American culture far exceeded their numbers. Fostering such ideas as religious freedom, equality of different races and sexes, and pacifism, they were the most successful example of the utopian communal movement of the early nineteenth century. An industrious people, they were responsible for such inventions and innovations as the flat broom, the selling of garden seeds in envelopes, the circular saw, clothes pins, vacuum packaging in bottles, tilt chairs, and many others. They have left a legacy in the design of their buildings and furniture which today is admired for the inherent beauty of its simplicity, honesty, and utility.

The Shaker movement had its beginnings in eighteenth century England. Dissatisfied with the inflexibility of the doctrines and rituals of established churches, groups of dissidents broke away from the Church of England and began to hold their own religious services. One was a group of Quakers who expressed their religious fervor in song and dance which often resulted in shaking convulsions, barking and other physical manifestations of the spirit. They came to be called Shaking Quakers. Among their number was Ann Lee, the illiterate daughter of a blacksmith who seemed to possess mystical powers. Often the recipient of strange dreams and visions, she became convinced that she was the female equivalent of Christ chosen by God to announce the coming of the Millenium. A vision revealed to her that the Millenial Church was to be established in America, and that this Church was to be the new Zion or heaven on earth.

Under extreme persecution in the early years, Shaker growth was slow. Mother Ann and other missionaries traveled on many long trips converting scattered families and occasionally whole congregations, but organization which could help the new religion maintain sustained growth was lacking. It was not until three years after Mother Ann's death in 1784 that the Shakers began to gather into communities separated from the rest of the world. Living in such communities was a source of strength for the Shaker movement allowing them to pool their resources and develop a lifestyle congruent with their beliefs; the result being tremendous spiritual and economic growth.

Upon learning of a great period of revivalism in the Ohio Valley, the Shakers sent missionaries west in 1805. It was through their work that Pleasant Hill was established in the same year. Eventually, nineteen villages were founded in the states of New York, Massachusetts, Connecticut New Hampshire, Maine, Ohio, Indiana, and Kentucky. Pleasant Hill at its height in the 1830s was the third largest of the Shaker villages and remained active until 1910.

In order to help the Shakers attain spiritual perfection, a very elaborate system of rules was developed for the communities. Social structure was based on four major tenets or principles: celibacy, common ownership of property, separation from the world, and public confession of sins.

Sex and other appetites of the flesh were seen as great sources of evil. They caused vanity, jealousy, exposure to physical suffering, as well as misuse of fellow human beings. For these reasons the Shakers chose a celibate life. Rules were established to discourage socialization between the sexes. Men and women lived in the same house but on different sides separated by a wide hall. They worked at different jobs in different buildings. Talk between the sexes was not permitted unless a third person was present.

Since the Shakers were celibate, there was no need for the institution of marriage. The Shakers also wanted to discourage special friendships. A Shaker should love all brothers and sisters equally; therefore, when a natural family joined the society, the members of the family livedin different areas of the village allowing time to break old "worldly" ties.

The Shakers also felt that another large source of evil in the world was the desire to own or covet things. Some men of the world judge their value and success by their possessions instead of their actions or level of spiritual growth. For this reason, all Shaker property was owned together, and every member had equal access to the use of this property. Joint ownership reduced opportunities for vanity and jealousy to occur; it was also beneficial to the growth of the village. Through common ownership of property and goods the Society could pool resources, achieving prosperity far beyond the capacity of individual members. For example, Pleasant Hill, a community of 500 people was able to acquire over 6,000 acres of land and accomplish such things as building the first public water system in Kentucky.

Since the Shakers thought the world was a place full of evil, it was only natural that they wanted to isolate themselves from the world as much as possible. For this reason they chose to build their own separate communities. In an isolated environment, it was possible to remove certain temptation and provide ample reenforcement for a chosen way of life. The Shakers thought they were building Zion or heaven on earth.

The average Shaker had almost no contact with the outside world. He never left the village, seldom received visitors, and heard only a small amount of news through letters or newspapers read at family meetings. The leaders of the village did have contact with the outside world. They represented the village in legal and business dealings. Trading deacons took many long trips in the world selling Shaker products. The village Elders and Ministry often traveled to visit other villages; their exposure to the world was acceptable because their spiritual strength was considered great enough to resist temptation. Since the community fulfilled all physical, social and spiritual needs of its members, there was no reason for the average Shaker to leave the confines of the village.

The Shakers were firm believers in public confession. Sin and desire exposed to the light of God and fellow believers could be rooted out and destroyed. They felt if all sin was exposed and destroyed, a believer could eventually reach a state of perfection and lead a sinless life. On the other hand hidden sin would continue to grow and produce more sin, eventually breaking down the love and union in the village. Public confession, coupled with rigid laws and government, also provided a very efficient way to maintain internal social order. Since the Shakers did not believe in violence, there was no form of corporal punishment, but a violator of the rules received extreme social ostracism. For a person not in union with the goals of the Shaker life, the village was a very uncomfortable place; most misfits left of their own free will or were asked to leave. Public confession revealed quickly the intent of the members. Those who desired help were helped. Those who did not, left.

All Shaker villages were organized in the same manner. Each was divided into families of up to a hundred people according to the spiritual level of the members. The members of the church order (in the case of Pleasant Hill, these were the Centre, East and West families) had signed the covenant, giving their property and lives to the Shakers. The members of the Centre family (living across from the Meeting House at the center of the village) were considered the most spiritual. Other families were orders of children or orders where new members went through a trial period before becoming full members. Each family was like a plantation, having its own dwelling house, lands, livestock, crops, and buildings for industry, and each family had control over its daily activities. All the village families met together only at the Sabbath meetings and on special occasions. Heads of the families called Elders and Eldresses, gave daily guidance to family members.

The Ministry had responsibility over the entire village. They did not live with any family, but lived apart above the Meeting House. In keeping with the Shaker belief in equality, the Ministry was composed of two men and two women. The Ministry consulted with the Elders who informed the members of their families of decisions. There was very little contact between the average Shaker and the Ministry. The Ministry of Pleasant Hill reported to the Ministry at New Lebanon, New York, which governed all Shaker villages. In consultation with the Elders and New Lebanon, the Ministry of Pleasant Hill appointed the trustees for the village. These men had legal ownership of the land and other property and were responsible for legal and business transactions with the outside world.

The Shaker Society was not a democracy. Authority flowed from the top to the bottom. But the Shakers felt that was the way it should be. The Elders and Ministry seemed full of the spirit of Christ and Mother Ann, and thus were better able to understand the direction in which the Society should go. A member was either in union with the discipline of the Society, or he left. Naturally, this was not a life that suited everyone, but for those true Shakers, it was a good life. When outsiders expressed horror at the undemocratic structure of the Society, a Shaker would answer that he was perfectly free to come or go. Besides, a Shaker was the freest person on earth. He was free from sin, lust, poverty, and all the misery that filled the world.

A man of kindness, to his beast is kind.
Brutal actions show a brutal mind.
Remember, He who made the brute,
Who gave thee speech and reason, formed him mute;
He can't complain; but GOD'S omniscient eye
Beholds thy cruelty, He hears his cry.
He was destined thy servant and thy drudge,

BUT KNOW THIS: HIS CREATOR IS THY JUDGE.

Shaker Poem

SHAKER SCRAMBLE

These ten scrambled words relate to the industries and inventions of the Shakers. How many can you unscramble?

1.	TLAF MORAB	(FLAT BROOM)
2.	THLOCINESP	(CLOTHESPIN)
3.	BREAGDOP	(PEGBOARD)
4.	THRODOY PACE	(DOROTHY CAPE)
5.	DIWNOW SPOT	(WINDOW STOP)
6.	PAPEL REPEEL	(APPLE PEELER)
7.	GLITTIN RHICA	(TILTING CHAIR)
8.	KLIS	(SILK)
9.	KREAHS OVEST	(SHAKER STOVE)
10.	GNIPIG	(PIGGIN)

Additional Resources

Andrews, Edward Deming, The Community Industries of the Shakers, (Facsimile reprint of New York State Museum Handbook 15), Emporium Publications, Charlestown, Mass., 1971. Synopses of the development of various Shaker industries and innovations, with an emphasis on the eastern Shaker societies.

Andrews, Edward Deming, The Gift to Be Simple, Dover Publications, Inc., New York, 1962. Definitive treatment of songs, dances and rituals of the American Shakers.

Andrews, Edward Deming, The People Called Shakers, Dover Publications, Inc., New York, 1963. The definitive and well-documented history of the Shaker movement.

Clark, Thomas D., Pleasant Hill in the Civil War, Pleasant Hill Press, 1972. Interesting adaptation of journals kept by the Pleasant Hill Shakers during the Civil War years.

Keig, Susan Jackson, Trade With the World's People: A Shaker Album, The Beckett Paper Company, Hamilton, Ohio, 1976. Mixed materials presentation of a downriver trading expedition.

Melcher, Marguerite F., The Shaker Adventure, The Shaker Museum, Old Chatham, New York, 1975. Very readable general history of the Shakers.

Neal, Julia, The Kentucky Shakers, The University Press of Kentucky, 1977 (published as part of the Kentucky Bicentennial Bookshelf.) Good discussion of the parallel development of both Kentucky Shaker societies--at Pleasant Hill and South Union.

Neal, Julia, Pearson, Elmer R., and Whitehill, Walter Muir, The Shaker Image, New York Graphic Society, 1974. Pictorial presentation of the life and achievements of the Shakers.

Sprigg, June, By Shaker Hands, Alfred A. Knopf, 1975. Beautifully illustrated treatment of the coexistence of the practical and spiritual in all aspects of Shaker life.

Thomas, James C., and Thomas, Samuel W., The Simple Spirit, Pleasant Hill Press, 1973. Specific, architecturally comprehensive history of Pleasant Hill, with many historical photographs and Shaker journal entries.

Also available from our Craft Sales Shop: SLIDES - 3 packets of five views of Pleasant Hill, A, B, and C @ $1.25 each.

(A) 1. Trustees' Office and Post Office
2. Spiral Stairway of Trustees' Office
3. East Family Dwelling House
4. Meeting Room - Centre Family House
5. Farm Deacon's Shop

ADDITIONAL RESOURCES (Cont'd)

(B) 1. Trustees' Office
2. Dining in the Trustees' Office
3. Cooper's Shop
4. Centre Family Dwelling House
5. Meeting House

(C) 1. Centre Family Dwelling House
2. 1st Floor Hall - Centre Family House
3. Ministry's Work Shop
4. Farm Deacon's Shop
5. East Family Sisters' Shop

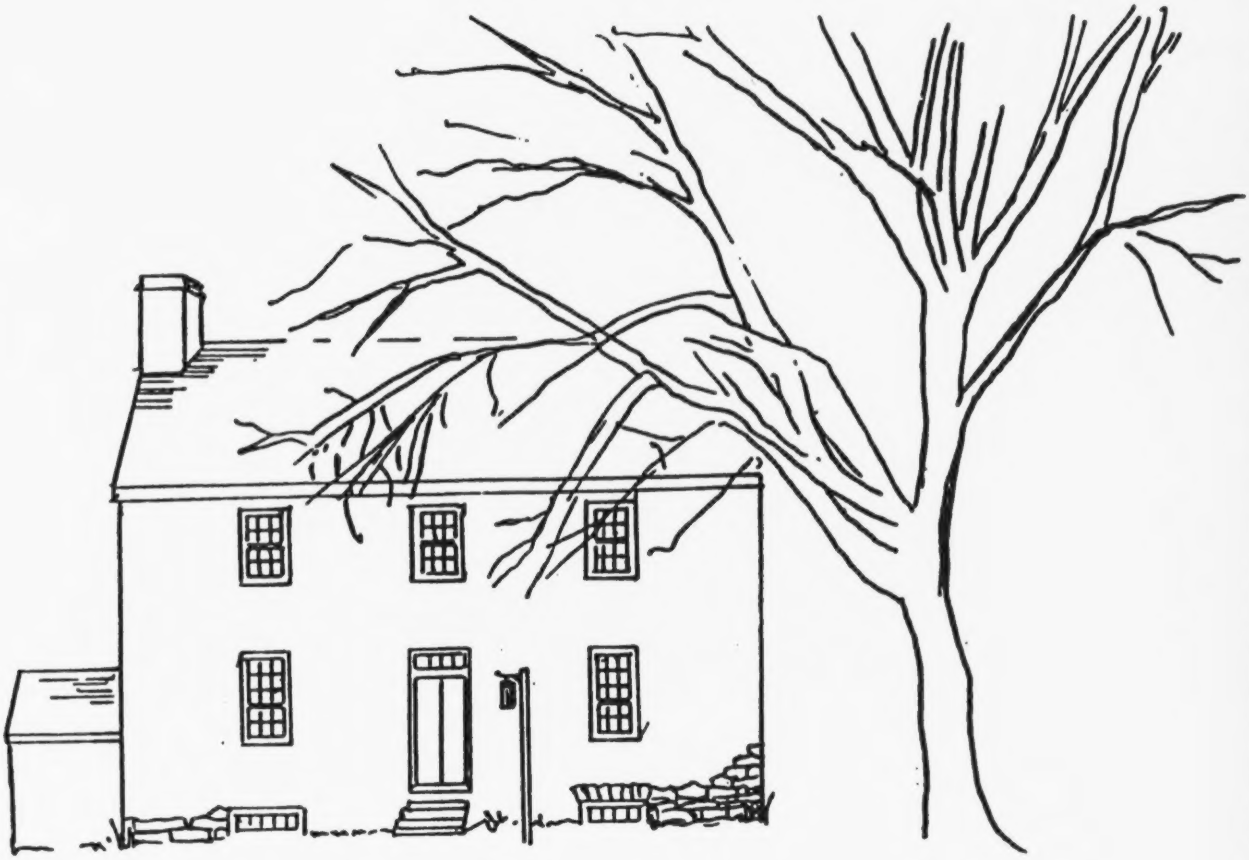
Group Tour Information

To accomodate your group, please give us advance notice of any tour - including the number and age of your students. This information enables us to have the proper staff on hand for your visit.

For every 15 students touring, one adult is required to stay with that group and be responsible for its safety and conduct at all times.

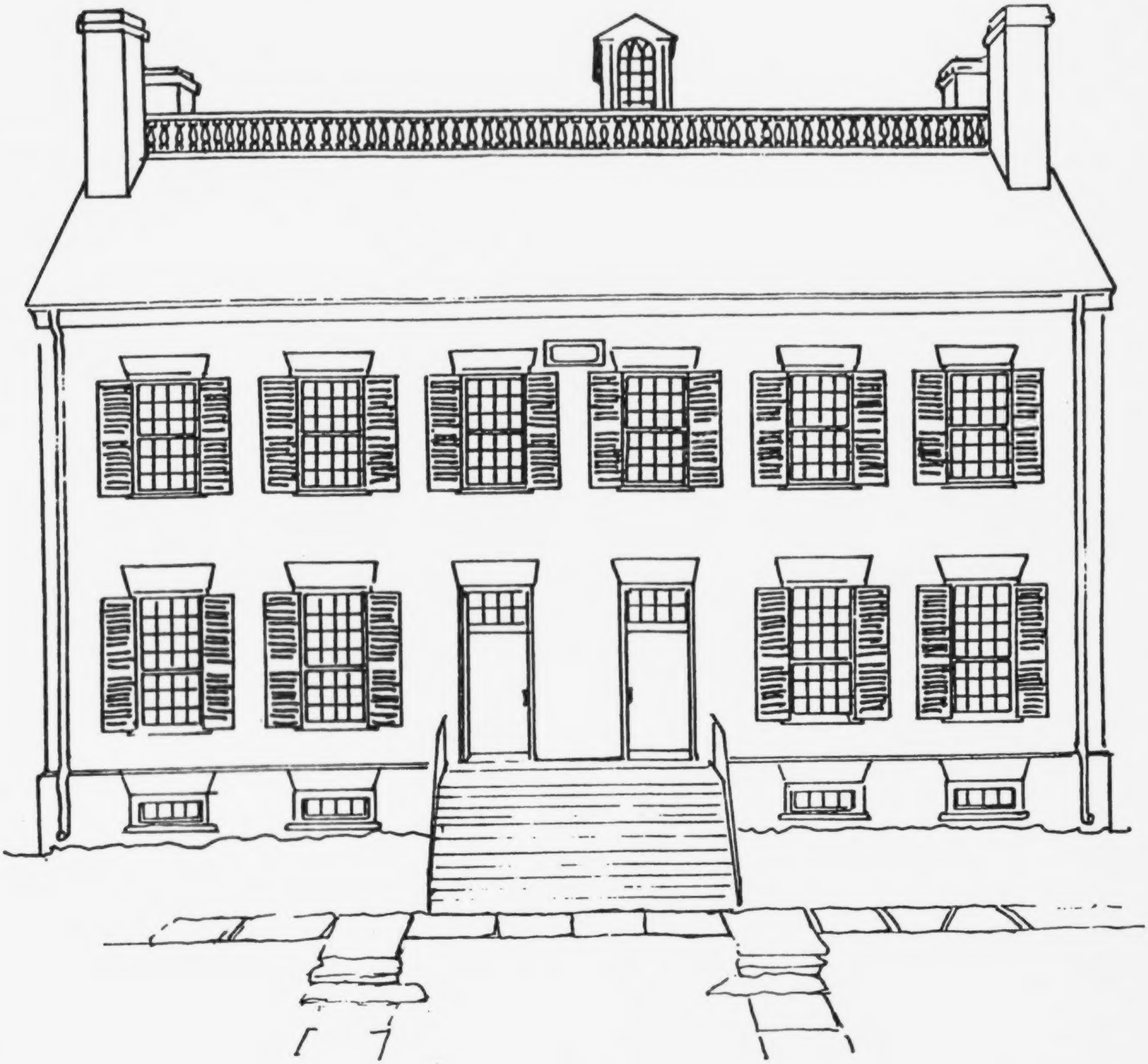
Adults acting as chaperones are admitted at the same price as the students. Money can be collected beforehand and paid in one amount to the ticket cashier upon arrival. This often saves time and confusion, not to mention wear and tear on our cashiers!

The village appreciates your patronage and we hope your visit will prove worthwhile; not only a pleasant experience but an enlightening one.



FARM DEACON'S SHOP
1809

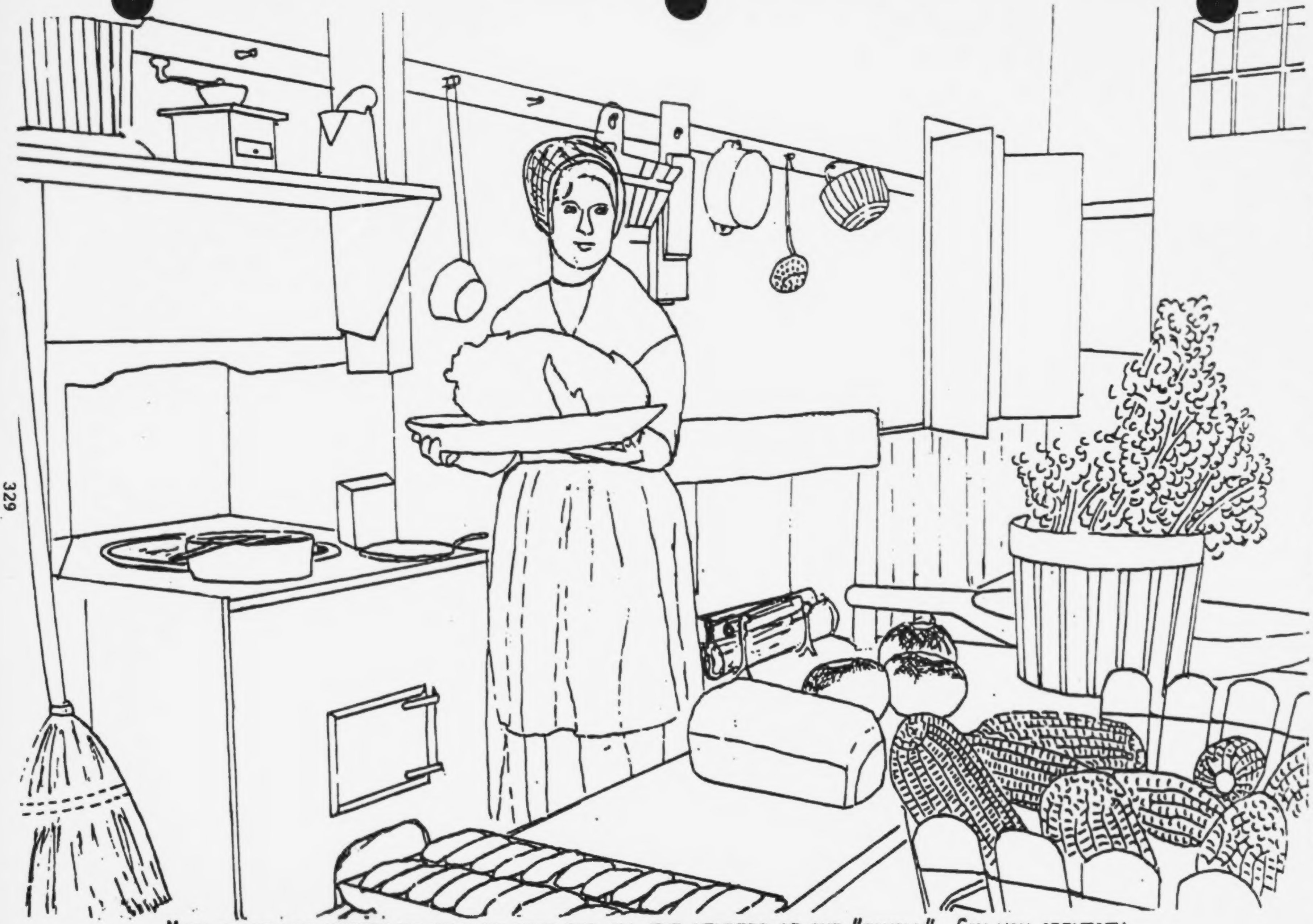
THIS SMALL BUILDING IS THE OLDEST STILL STANDING AT PLEASANT HILL. THE WALLS, BUILT OF WHITE LIMESTONE, ARE ABOUT TWO FEET THICK. THIS STONE WAS QUARRIED FROM THE CLIFFS ALONG THE KENTUCKY RIVER, A MILE AND A HALF FROM THE VILLAGE. FIRST USED AS A DWELLING, IT WAS LATER AN OFFICE FOR THE FARM DEACON, OR MANAGER.



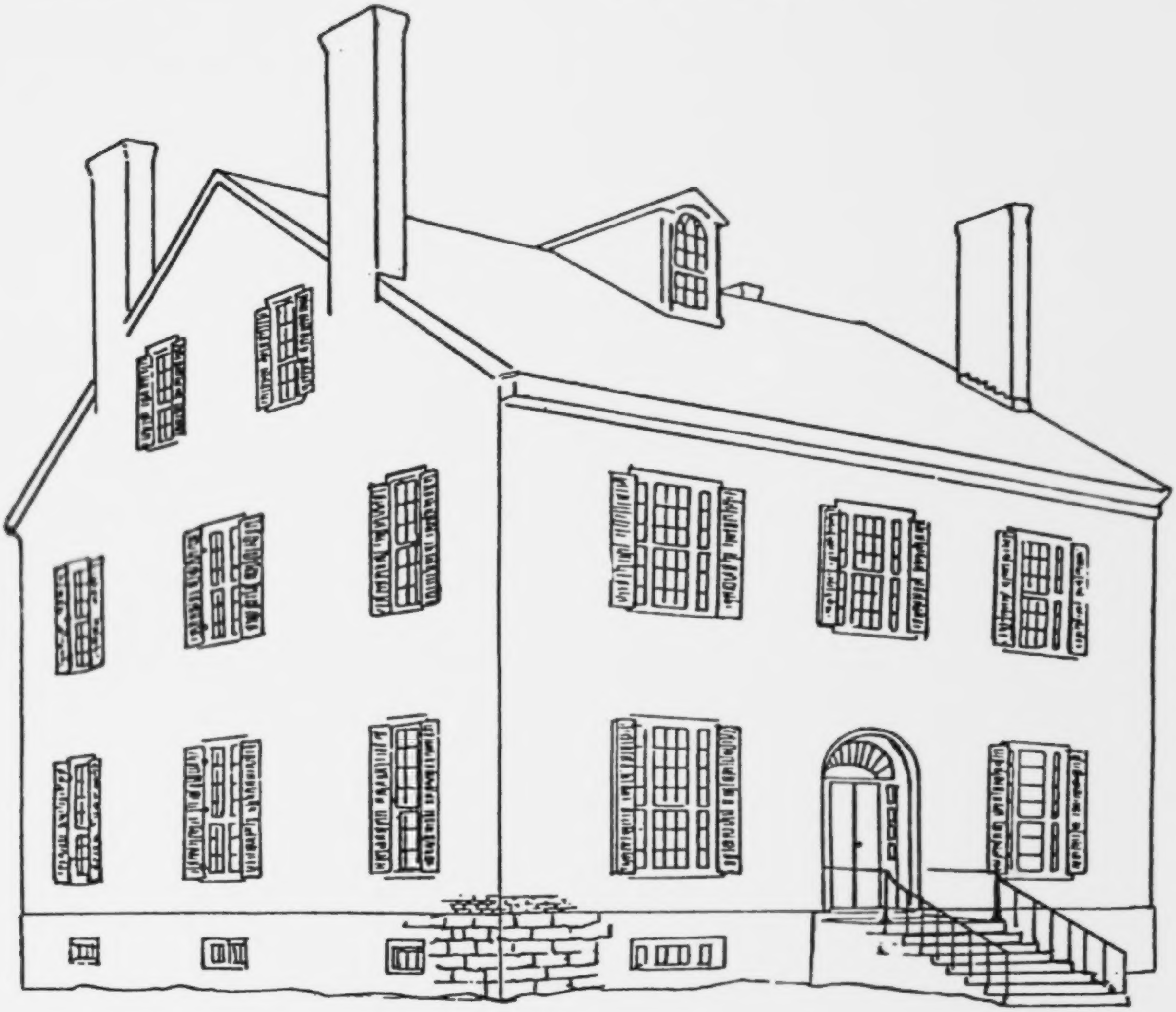
CENTRE FAMILY DWELLING HOUSE

1824-1834

TEN YEARS WERE NEEDED TO BUILD THIS DWELLING. IT HOUSED ABOUT 100 SHAKER MEN AND WOMEN. THE ROOMS WERE USED FOR EATING, SLEEPING, AND EVENING MEETINGS. THE TWO FRONT DOORS PROVIDED THE MEN WITH ONE ENTRANCE AND THE WOMEN A SEPARATE ENTRANCE.



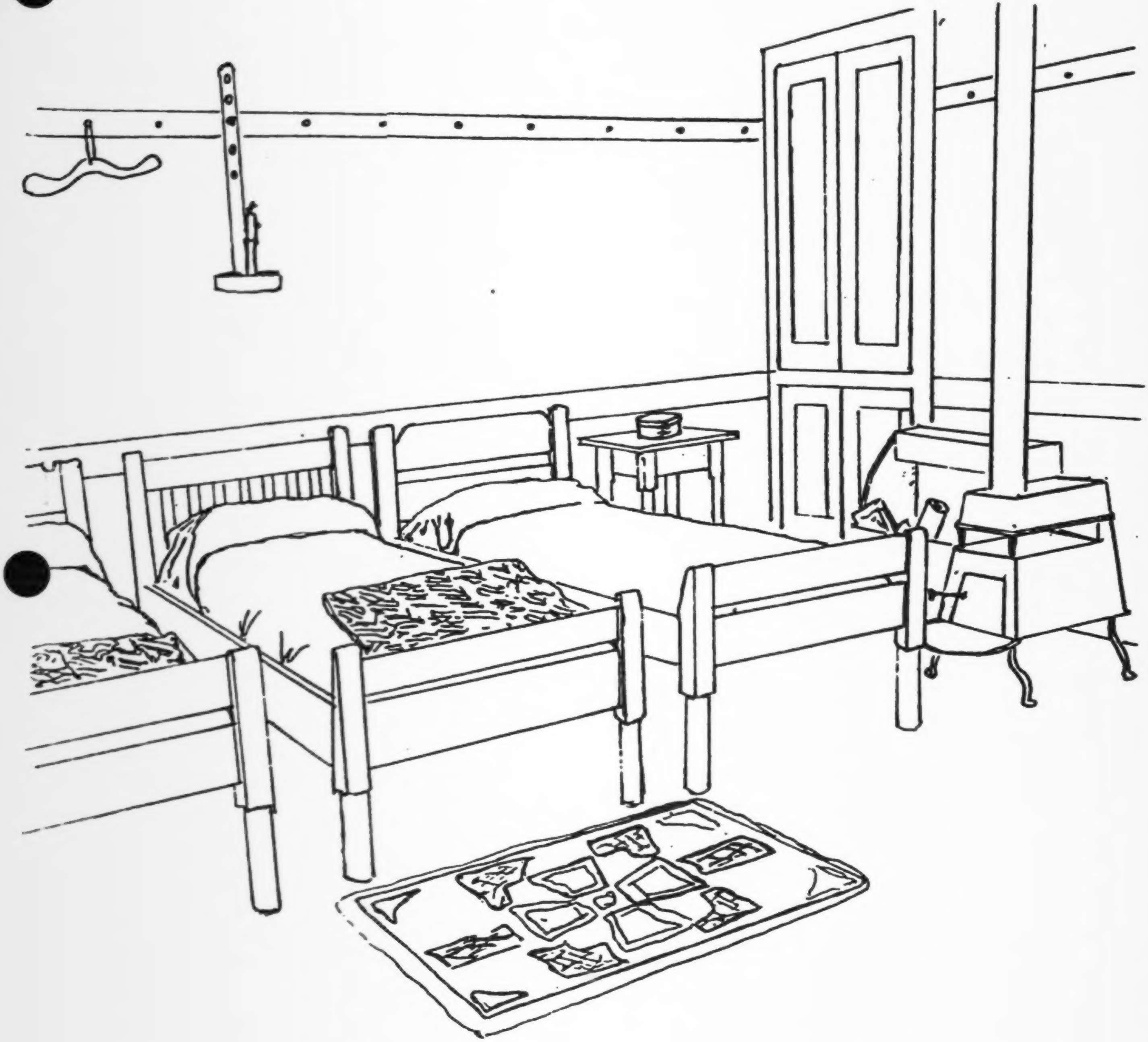
MUCH SPACE WAS NEEDED TO PREPARE FOOD FOR ALL THE MEMBERS OF ONE "FAMILY". CAN YOU IDENTIFY SOME OF THE TYPES OF FOOD AND UNTENSILS SEEN IN THE PICTURE?



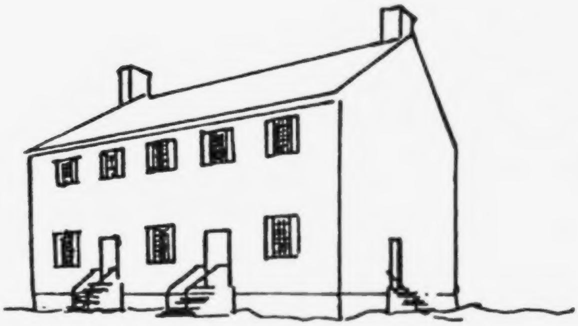
TRUSTEES' OFFICE

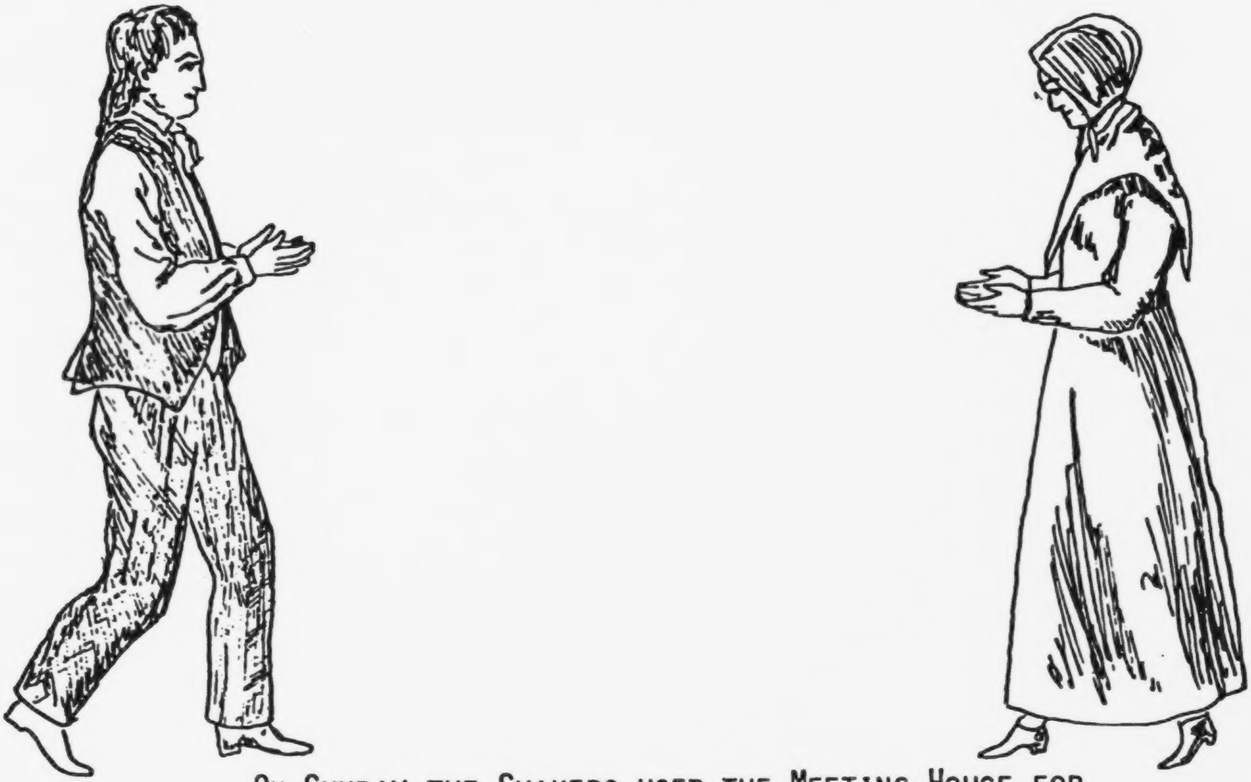
1839

THE TRUSTEES' OFFICE WAS USED IN CONDUCTING BUSINESS WITH THE "WORLD." THE TRUSTEES, WHO LIVED HERE, SOLD SHAKER-MADE PRODUCTS AND BOUGHT ITEMS NOT AVAILABLE WITHIN THE VILLAGE. TRAVELERS OFTEN STOPPED AT PLEASANT HILL AND WERE GIVEN MEALS AND LODGING IN THIS BUILDING.

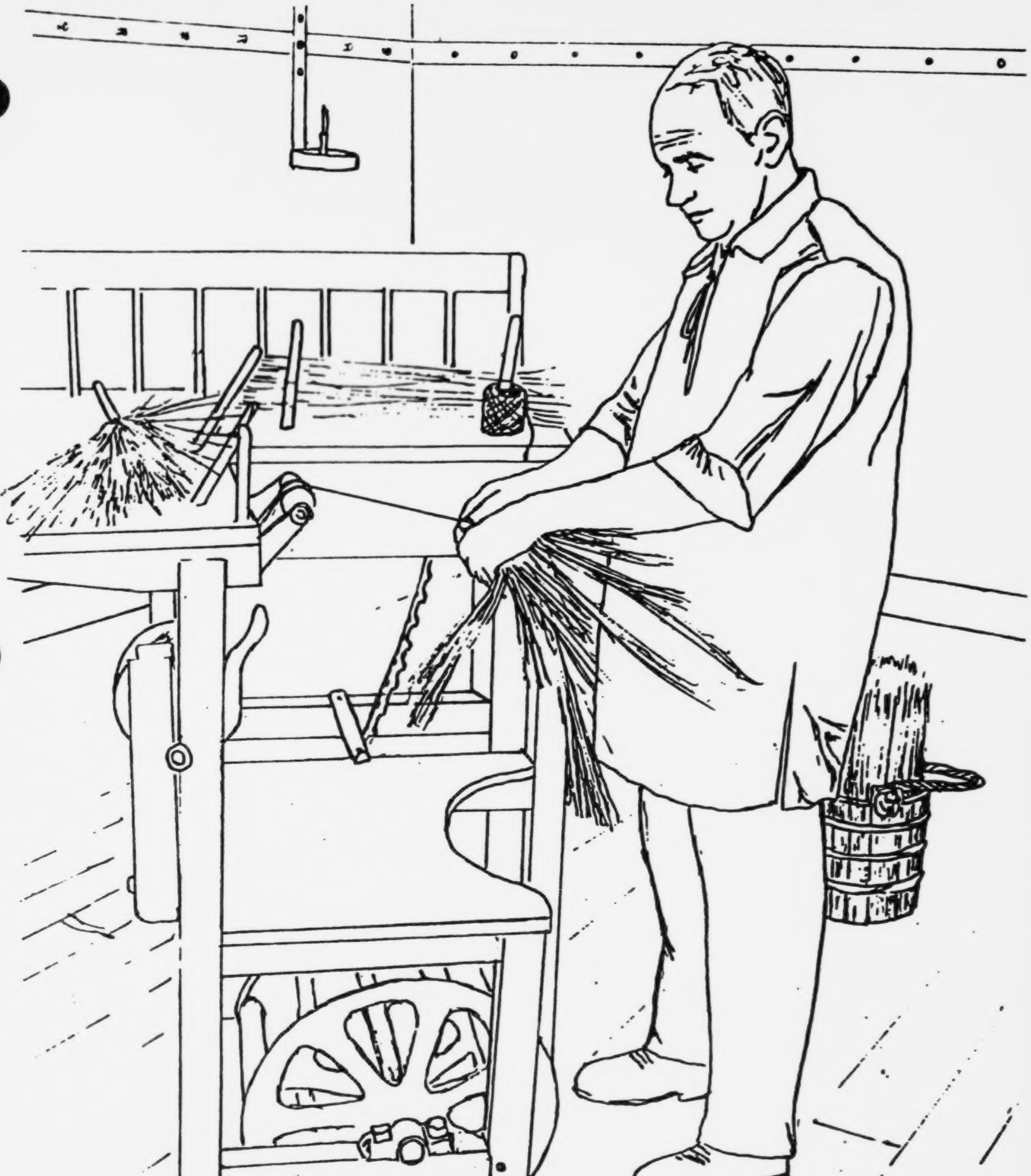


FOUR TO SIX SHAKERS WOULD SHARE A BEDROOM OR "RETIRING ROOM". BUILT-IN CUPBOARDS AND PEGBOARDS HELPED CONSERVE SPACE. THE SMALL STOVE, A SHAKER DESIGN, WAS EFFICIENT ENOUGH TO HEAT THE ENTIRE ROOM.





ON SUNDAY THE SHAKERS USED THE MEETING HOUSE FOR THEIR SERVICES. DANCING OR "LABORING" WAS PART OF THEIR RELIGION. ONLY VOICES SINGING IN UNISON ACCOMPANIED THE DANCING; NO MUSICAL INSTRUMENTS WERE ALLOWED.



Flat brooms were a Shaker invention and a major source of income. The Shakers grew the broomcorn and made the handles. They invented one machine for winding the broomcorn on the handle and another to hold the broom flat for sewing. In one year the Shakers made and sold 50,000 brooms.

Shaker Proverbs

1. Keep your tongue and keep your friend.
2. To say little and perform much is noble.
3. Love to be good, not great.
4. If you wish a true friend, be one yourself.
5. Wisely improve your time and you will have time enough.
6. Order is the creation of beauty.
7. The Devil tempts others, but an idle person tempts the Devil.
8. Thoughts are the parents of actions.
9. The lamp of genius burns as it is supplied by the oil of enthusiasm.
10. The pleasure of doing good is the only pleasure that never wears out.
11. Patience is the rock-bed over which life's waters run smoothly.
12. True gratitude, like true love, must find expression in acts, not words.
13. Do not, because you can do so little for others, do nothing.
14. Keep busy; idleness is the strength of bad habits.
15. If the heart is open to a "small vice", a great one may enter.
16. Truth is as necessary to the soul as health to the body.
17. Praise may do for children, and all who seek it may be counted as such.
18. What people did not reason into, they cannot be reasoned out of.
19. Do all your work as though you had a thousand years to live, and as you would if you knew you must die tomorrow.
20. It is not the outside riches but the inside ones that produce happiness.

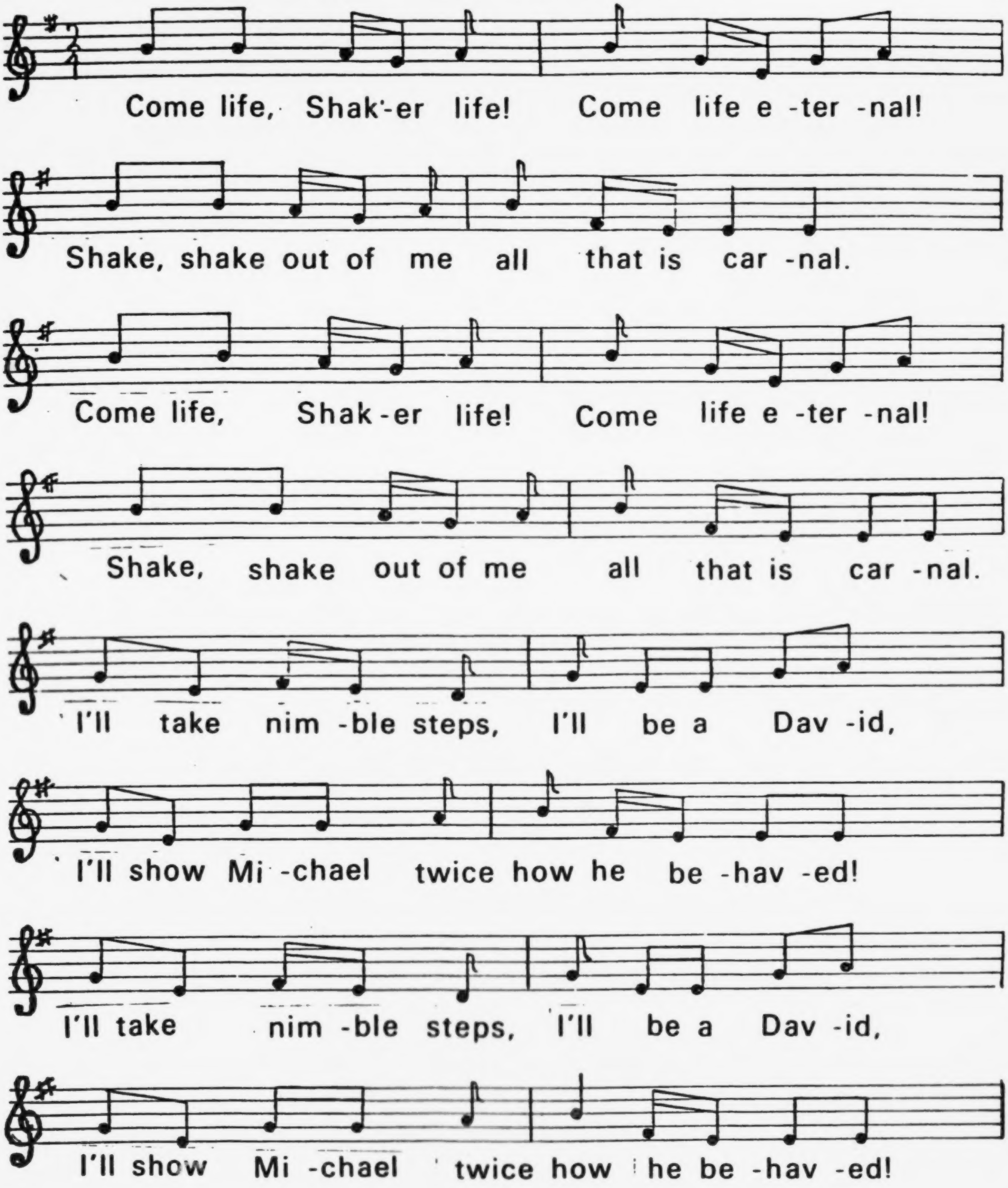
ADVICE TO CHILDREN

ON

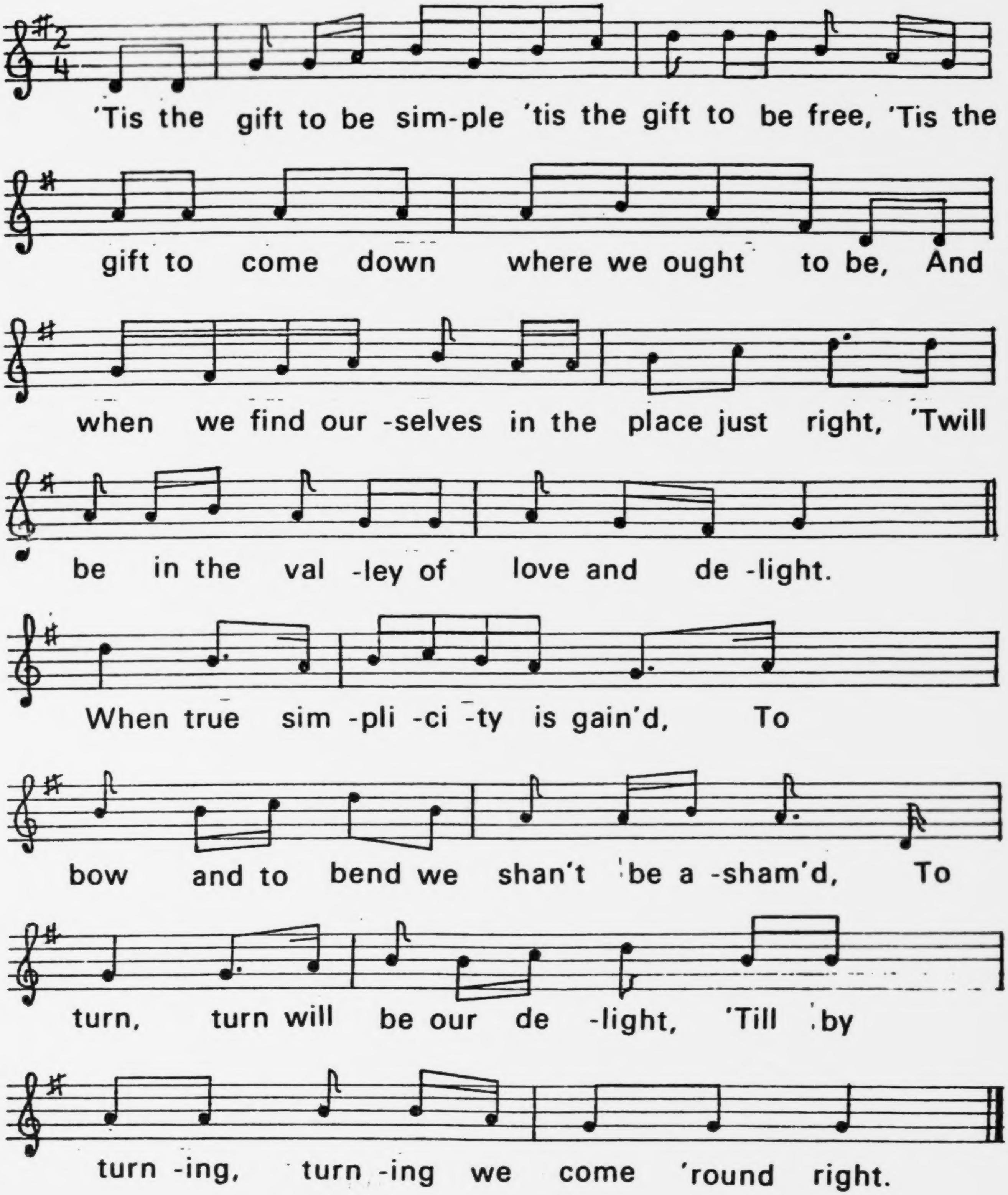
BEHAVIOUR AT TABLE.

First, in the morning, when you rise,
Give thanks to God, who well supplies
Our various wants, and gives us food,
Wholesome, nutritious, sweet, and good:
Then to some proper place repair,
And wash your hands and face with care;
And ne'er the table once disgrace
With dirty hands or dirty face.
When to your meals you have the call,
Promptly attend, both great and small;
Then kneel and pray, with closed eyes,
That God will bless these rich supplies.
When at the table you sit down,
Sit straight and trim, nor laugh nor frown;
Then let the elder first begin,
And all unite, and follow him.
Of bread, then take a decent piece,
Nor splash about the fat and grease;
But cut your meat both neat and square,
And take of both an equal share.
Also, of bones you'll take your due,
For bones and meat together grew.
If, from some incapacity,
With fat your stomach don't agree,
Or if you cannot pick a bone,
You'll please to let them both alone.
Potatoes, cabbage, turnip, beet,
And every kind of thing you eat,
Must neatly on your plate be laid,
Before you eat with pliant blade:
Nor ever—'tis an awkward matter,
To eat or sip out of the platter.
If bread and butter be your fare,
Or biscuit, and you find there are
Pieces enough, then take your slice,
And spread it over, thin and nice,
On one side, only; then you may
Eat in a decent, comely way.
Yet butter you must never spread
On nut-cake, pie, or dier-bread;
Or bread with milk, or bread with meat,
Butter with these you may not eat.
These things are all the best of food,
And need not butter to be good.
When bread or pie you cut or break,
Touch only what you mean to take;
And have no prints of fingers seen
On that that's left—nay, if they're clean.
Be careful, when you take a sip
Of liquid, don't extend your lip
So far that one may fairly think
That cup and all you mean to drink.
Then clean your knife—don't lick it, pray;
It is a nasty, shameful way—
But wipe it on a piece of bread,
Which snugly by your plate is laid.
Thus clean your knife, before you pass
It into plum or apple-sauce,
Or butter, which you must cut nice,
Both square and true as polish'd dice.
Cut not a pickle with a blade
Whose side with grease is overlaid;
And always take your equal share
Of coarse as well as luscious fare.
Don't pick your teeth, or ears, or nose,
Nor scratch your head, nor tonk your toes;
Nor belch nor sniff, nor jest nor pun,
Nor have the least of play or fun.
If you're oblig'd to cough or sneeze,
Your handkerchief you'll quickly seize,
And timely shun the foul disgrace
Of splattering either food or face.
Drink neither water, cider, beer,
With greasy lip or mucus tear;
Nor fill your mouth with food, and then
Drink, lest you blow it out again.
And when you've finish'd your repast,
Clean plate, knife, fork—then, at the last,
Upon your plate lay knife and fork,
And pile your bones of beef and pork:
But if no plate, you may as well
Lay knife and fork both parallel.
Pick up your crumbs, and, where you eat,
Keep all things decent, clean, and neat;
Then rise, and kneel in thankfulness
To Him who does your portion bless;
Then straightly from the table walk,
Nor stop to handle things, nor talk.
If we mean never to offend,
To every gift we must attend,
Respecting meetings, work, or food,
And doing all things as we should.
Thus joy and comfort we shall find,
Love, quietness, and peace of mind;
Pure heavenly Union will increase,
And every evil work will cease.

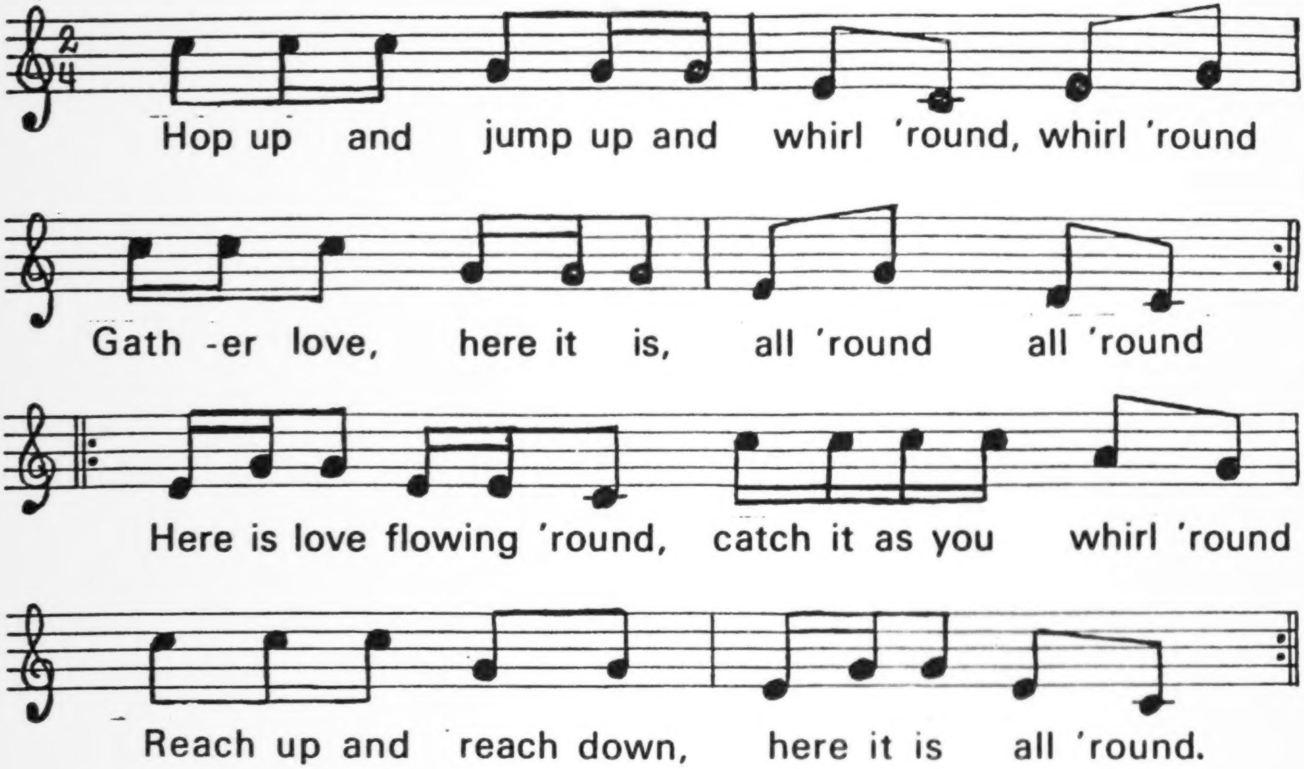
COME LIFE, SHAKER LIFE


Come life, Shak-er life! Come life e -ter -nal!
Shake, shake out of me all that is car -nal.
Come life, Shak-er life! Come life e -ter -nal!
Shake, shake out of me all that is car -nal.
I'll take nim -ble steps, I'll be a Dav -id,
I'll show Mi -chael twice how he be -hav -ed!
I'll take nim -ble steps, I'll be a Dav -id,
I'll show Mi -chael twice how he be -hav -ed!

SIMPLE GIFTS


'Tis the gift to be sim-ple 'tis the gift to be free, 'Tis the
gift to come down where we ought to be, And
when we find our -selves in the place just right, 'Twill
be in the val -ley of love and de -light.
When true sim -pli -ci -ty is gain'd, To
bow and to bend we shan't be a -sham'd, To
turn, turn will be our de -light, 'Till by
turn -ing, turn -ing we come 'round right.

HOP UP AND JUMP UP


2/4
Hop up and jump up and whirl 'round, whirl 'round
Gath -er love, here it is, all 'round all 'round
Here is love flowing 'round, catch it as you whirl 'round
Reach up and reach down, here it is all 'round.

"FIND-A-SHAKER-WORD"

Twenty-five words related to the Shakers are hidden in this puzzle. Two have been found for you: Can you find the rest? Hint: Many letters are used in more than one word.

M	I	N	I	S	T	R	Y	Z	B	Q	L
S	E	C	O	O	P	E	R	R	M	S	O
S	H	E	E	P	K	B	E	L	L	K	F
Z	P	Y	T	O	R	H	T	O	O	L	S
N	D	C	Y	I	W	D	S	A	A	A	O
E	L	A	C	S	N	N	I	X	G	W	A
R	A	B	Q	S	P	G	S	S	G	E	P
H	N	I	G	G	I	P	H	Y	M	N	S
T	F	L	A	T	B	R	O	O	M	O	E
E	H	E	N	A	L	P	M	J	U	T	W
R	X	C	A	N	D	L	E	B	C	S	K
B	U	T	T	E	R	C	H	U	R	N	E

1. Meeting House
2. STONE WALKS
3. SHEEP
4. PEGS
5. SISTER
6. FLAT BROOM
7. MINISTRY
8. COOPER
9. CELIBACY
10. CANDLE
11. ~~FLAX~~
12. PIGGIN
13. BELL
14. PLANE
15. ADZ
16. HERB
17. TOOLS
18. HYMNS
19. ~~BRETHREN~~
20. SOAP
21. SEW
22. BUTTER CHURN
23. YOKE
24. SCALE
25. JOY

GREAT SALTPETRE CAVE NEAR RENFRO VALLEY, KENTUCKY

The Great Saltpetre Cave near Renfro Valley, Kentucky, is one of the nation's most historic caverns. The cave has several unique features. One of its characteristics made it a great economic benefit to the state in the early 1800s. The cave has an abundant supply of saltpetre. This was a major ingredient used to make gun powder. American armies needed large amounts of gun powder during its experiences in the War of 1812 and the Mexican American War. Approximately thirty-one (31) graves are still in the cave. Mounds of earth along a corridor wall indicate these sites. Six were reported to have been Union soldiers, and the other twenty-four or so were slaves.

Another feature of the cave is that it is large enough to accommodate vast numbers of people. It is possible in one section of the cave for two thousand (2,000) people to be seated comfortably.

At the time of the Civil War, the cave was used to hide soldiers and as a site to take care of the wounded. The cave has also been used to hide mountain family members involved in feuds and in illegal stills for the making of moonshine; as a community gathering site; and as a place to hold religious "camp meeting" services (by torch light).

Other features of the cave include:

--a natural platform/stage area and numerous rooms which could be used for changing clothing for performances.

--an area with a 50-foot dome, which provides nearly perfect acoustics.

Recently the cave has been leased by the Renfro Valley enterprises for shows including old-time country music and exhibitions. Year-round tourism has been available. (The cavern is nine miles from the Mount Vernon-Livingston interchange south of Mt. Vernon.)

Note: As of August 31, 1985, the Great Saltpetre Cavern and the 400 area woodland tract which surrounds the cave were being sold at an auction. Further information should be sought by contacting the Renfro Valley Barn Dance (1-606-256-4582) or the Great Saltpetre Cave (1-606-256-2664).

For additional reading, consult Byron Crawford, "Highest bidder for Saltpetre Cave to get a bit of history in the deal," Courier-Journal, METRO, 30 August, 1985, and Nadine Kerfoot, "Historic Cave to be Auctioned," Antique Week-Auction and Collectors' Newspaper, 26 August, 1985, Vol. 18, No. 22.

2004h

AMERICAN HISTORY

OBJECTIVES

Describes how Indians came to settle in America.

Contrasts life styles of Indians across various regions of America.

Describes rules and contracts observed among Indian tribes.

Lists countries involved in exploration of the new world.

Identifies reasons for exploration of the "new world."

Describes how historians determine the "when, how, and who" of exploration in America.

Discusses reasons for settlement of the Spanish in America prior to English colonization.

Describes kinds of housing established by the Spanish during colonization.

Discusses reasons why Spanish colonization declined.

Discusses contributions to the English language by the Spanish.

Discusses the Mayflower's voyage to Plymouth, Massachusetts.

Uses map to locate early English colonies in America.

Describes jobs/roles of persons living in the first American colonies.

Describes the origin of the settlers coming to America.

Describes how and why slaves were brought to America.

Charts slave routes to America on a world map.

Describes the effects of slavery on continent of Africa.

Compares the enslavement of Africans in America with the colonists' feelings about their relationship to Britain.

Identifies why the French and Indian War occurred.

Surmises the effects of the French and Indian War on Kentucky if France had won.

Describes the major outcomes of the French and Indian War.

Identifies resources provided by England to the colonies.

Discusses reasons for conflicts which arose between England and the Colonists.

Describes major events which led to the war with England.

Identifies on maps where major American/British battles were fought.

Describes the strengths/weaknesses of American and British government/troops.

Describes the immediate worldwide effects of America's independence from England.

Tells why the Declaration of Independence was written.

Describes the contents of the Declaration of Independence.

Makes inferences as to the effect on America/the world if the final draft of the Declaration of Independence had retained the original draft's accusation against King George III concerning slavery.

Names famous Revolutionary War persons.

Describes how and why selected persons became famous during the American Revolutionary War period.

Predicts how selected Revolutionary War characters would react to a similar contemporary issue.

Describes the major provisions of the Paris Treaty of 1783.

Discusses the problems encountered by the Colonists after freedom from England.

Analyzes issues addressed in the 1787 Philadelphia Constitutional Convention.

States the purpose of the U.S. Constitution.

Discusses the content of the U.S. Constitution.

Discusses the relevance of the U.S. Constitution to the values and principles of Americans today.

Identifies major political parties in the U.S. during 1789.

Discusses events which led to the Twelfth Amendment.

Describes the major events which occurred in the U.S. during Washington's, Adams', and Jefferson's Presidencies.

Describes how and why the U.S. became involved in the War of 1812.

Discusses the effects of the War of 1812 on America.

Suggests ways that the War of 1812 could have been avoided.

Identifies states that were added to the Union during the Westward Movement.

Discusses reasons for Americans moving westward.

Describes how the growth of western settlements gave rise to nationalism and sectionalism.

Discusses the rise of the factory system in America.

Describes inventions through 1850 which helped America's growth in areas of agriculture, communication, industry and transportation.

Describes advancements in literature, music, and visual arts.

Discusses immigration during the 1800 to 1850 period.

Compares/contrasts the American lifestyle of 1800 with the lifestyle of 1850.

Describes movements of the 1830-1850 era.

Discuss resettlement of Indian tribes.

Describes the Mexican American War.

Identifies the impact of the invention of the cotton gin on slavery.

Describes attitudes of the Afro-Americans prior to 1865 regarding enslavement.

Discusses economic, political, social, religious issues faced by Americans in the mid 1800s concerning slavery.

Discusses reasons why the Civil War occurred.

Describes the effects of the Civil War on families in the North and South.

Describes major battles fought during the Civil War.

Discusses the political, social, and economic results of the Civil War.

Describes positive and negative aspects of the Reconstruction Era.

Describes how the Civil War influenced the Industrial Revolution in the United States.

Identifies why settlers moved farther west in the U.S.

Describes the treatment of Indians during the westward expansion.

Compares/contrasts the life styles of settlers in 1870 with lifestyles of 1900s.

Identifies why immigrants from other countries migrated to the U.S.

Describes working conditions in factories before establishment of unions.

Compares and contrasts employment of women and children in the 1890s vs. the 1980s.

States reasons for growth of American farms (1865-1945).

Describes problems of U.S. farmers which led to unrest in the 1930s-1940s.

Compares present and past governmental measures to assist farmers.

Identifies warring countries and their reasons for involvement.

Describes the U.S. involvement in World War I.

Describes the outcomes of World War I.

Analyzes wars with American involvement to determine common issues.

Identifies major inventions which changed America's way of life during the 1920s.

Discusses the effect of the automobile on America during the 1920s.

Discusses selected topics/events of the 1920's.

Describes events which led to the Great Depression.

Relates projected American problems to problems faced during selected periods of U.S. history.

Describes issues which led to World War II.

Discusses treatment of Jews in Germany prior to and during World War II.

Describes the relationship of the atomic bomb to present-day nuclear war concerns.

Discusses U.S. involvement in World War II.

Locates North and South Korea on world maps.

Describes why the U.S. became involved in the Korean conflict.

Describes the lifestyle of the Vietnamese people.

Describes U.S. involvement in the Vietnamese conflict.

Compares/contrasts the outcomes of the Korean and Vietnamese conflicts on the U.S.

Describes America's need for civil rights legislation.

Discuss the effects of the 1954 Supreme Court school desegregation decision.

Discusses the effects of civil rights legislation on the rights of handicapped persons, women, senior citizens, and other minorities.

Discusses the Civil Rights movement and the leaders.

Discusses changes in family structure/relationships from the pioneer period to the present.

Discusses advantages and disadvantages of mothers who work outside the home.

Describes the implications of America's increased proportion of citizens over the age of 60.

Identifies primary ethnic minority groups living in the U.S.

Analyzes the problems experienced by today's minority groups living in the U.S.

Discusses the effects of Russia's launching of Sputnik.

Describes America's moon landing and space exploration projects.

Makes predictions about America's shuttle program and future space exploration.

Determines the presidential duties.

Describes events of the Watergate break-in.

Discusses the importance of Watergate in American history.

Suggests ways to prevent another "Watergate."

Discusses the Ford Administration.

Discusses the Carter Administration.

Chronicles Ronald Reagan's presidency.

Compares event/conflicts of selected presidential administrators.

Identifies countries with which the U.S. currently has friendly/unfriendly relationships.

Discusses reasons for present day disagreements between the U.S. and other countries of the world.

Describes the role of America's foreign ambassadors.

Discusses Third World countries.

Names problems which America will face in future years.

Compares problems in America's future with ones projected for other countries of the world.

STRAND American History

LEARNING First Americans

VOCABULARY: Indians, tribes, northwest, southwest, eastern, midwest, contracts, families, chief, warrior, hunter, worship, crop, migration, trails, treaty, Great Basin, Plains, northeast

OBJECTIVE	TASK ANALYSIS
Describes how Indians came to settle in America.	1. Discusses Indian settlement in America. 2. Uses maps to locate Indian tribes prior to the 1920s.
Contrasts life styles of Indians across various regions of America.	1. Discusses life styles of Indians in various regions of America. 2. Discusses causes of intertribal conflicts. 3. Describes the effect of Spanish, French, English exploration of the life styles on teacher-selected Indian tribes.

SUBJECT Social Studies

ACTIVITIES

Have students describe why and how Indians came to America, e.g., explored new areas, migrated for food, followed animals, wanted a change of climate, walked or were transported by boats or animals.

Have students find various Indian cultural and linguistic groups throughout U.S. (see map provided in the Kentucky strand).

Have students determine why most of the Indian tribes seen on the map are no longer located in specific areas.

Have students determine factors which made living in North America favorable, e.g., climate, vegetation, trees, water, wild life, rich soil, natural food sources (nuts, fruits, berries).

Have students discuss life styles of Indians of various regions of America, e.g., Northwest Indians, Southwest Indians, Midwest Indians, Eastern Indians. (See information sheets at end of the section.)

Have students compare/contrast the life styles of early Indian tribes.

Have students make a chart on such topics as foods eaten, clothing worn, houses built, transportation, child bearing practices, means of artistic expression, gods worshipped to illustrate likenesses/differences among selected tribes.

MATERIALS

Science/Social Studies 031--American Indians/Environment. Louisville, KY: Jefferson County Public Schools, 1981.

Larned, Phyllis. To the New Land. Castro Valley, CA: Quercus Corporation, 1980, pp. 5-28. (M)

Bernstein, Vivian. America's Story, Book 1. "The First Americans," Ch. 1. Austin, TX: Steck-Vaughn Company, 1985.

"America's Fascinating Indian Heritage." Pleasantville, NY: Reader's Digest, 1984. (Includes information on customs, art, history)

Alvin, Josephy, Jr. The Indian Heritage of America. New York: Bantam Books, Inc., 1969. (Includes maps) (T, E, M, H)

Information Sheets, "Interesting Facts About American Indians" and "Navajo and Hopi Indians."

Escher, Franklin, Jr. Explorers and Settlers, Book 1, Chs. 1 & 2. "The Story of the U.S.A. Series." Cambridge, MA: Educators Publishing Co., Inc., 1977.

Stanek, Muniel, and Hartmann, Clinton. Americans All, A Nation of Immigrants. "Immigration in America." Chicago, IL: Benefic Press, 1973.

STRAND American History

LEARNING First Americans

VOCABULARY: Indians, tribes, northwest, southwest, eastern, midwest, contracts, families, chief, warrior, hunter, worship, crop, migration, trails, treaty, Great Basin, Plains, northeast

OBJECTIVE	TASK ANALYSIS
Describes rules and contracts observed among Indian tribes.	1. Differentiates between a rule and a contract. 2. Discusses rules and contracts observed among Indian tribes. 3. Discusses likenesses/differences among rules and contracts of teacher-selected Indian tribes.

SUBJECT Social Studies

ACTIVITIES

Have students determine conflicts which arose between various tribes, e.g., boundaries, hunting rights, breaking treaties.

Have students discuss contracts/ sharing/judical system/rules observed among Indians, e.g., land was not bought or sold (it belonged to all Indians); sharing was important (often crops and other food were shared with the whole tribe); Indian justice was based on retribution (someone who commits a crime must be punished by the victims or their families); a person's word was sacred (people were expected to keep promises).

Have students participate in mock activities to demonstrate selected rules/contracts in the daily living of selected Indian tribes.

Have students discuss:

- The effect of the French needing furs and making payments to Indians for hunting.
- The effect of tribal loyalties during the wars involving either the French, English, or Spanish.
- Disease brought to the tribes by explorers, e.g., measles, small pox, common colds.
- Attempts by the Spanish to enslave Indian tribes.
- Wars between explorers and tribal groups.
- Cultural exchanges of ideas.

MATERIALS

Hall, Leo. The First Americans. (Workbook) Tigard, OR: C. C. Publications, Inc., 1985. (M, H)

Glanzrock, Jay. Adventures in American History. Morristown, NJ: Silver Burdett Co., 1979.

Software:
American Indians.
(Apple II plus, IIe, Commodore 64)
Interactive, Inc.
P.O. Box 650039
Vero Beach, FL (M, H)

STRAND American History

LEARNING First Americans

VOCABULARY: Indians, tribes, northwest, southwest, eastern, midwest, contracts, families, chief, warrior, hunter, worship, crop, migration, trails, treaty, Great Basin, Plains, northeast

OBJECTIVE	TASK ANALYSIS
Describes rules and contracts observed among Indian tribes. (continued)	

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students make a chart to illustrate likenesses/differences among teacher-selected tribes on such topics as rules/laws observed or practiced.	

STRAND American History

LEARNING Early Explorers of the New World

VOCABULARY: Spain, France, England, Sweden, Holland, Portugal, gold, silk, spices, king, queen, ships, maps, diary, log, letters

OBJECTIVE	TASK ANALYSIS
Lists countries involved in exploration of the new world.	1. Discusses the meaning of the term new world. 2. Lists countries who sent explorers to the new world.
Identifies reasons for exploration of the "new world."	1. Lists reasons for exploration of the new world. 2. Determines how explorations were financed.
Describes how historians determine the "when, how, and who" of exploration in America.	1. Names ways historians determined the "when, how, and who" of exploration in America. 2. Describes information gleaned by researchers from accounts written down by early explorers/historians.

SUBJECT Social Studies

ACTIVITIES

Have students use world maps to indicate "new world" area.

Have students locate on world maps countries involved in new world exploration, e.g., Spain, Portugal, France, England, Sweden, Holland.

Have students discuss parts of the world which were known, e.g., Europe, Asia, and parts of Africa.

Have students determine why explorers were interested in the new world, e.g., locating a new water route to "Far East," exploring to find gold or other treasures, doing missionary work with the Indians, obtaining spices, acquiring more territory.

Have students determine who financed exploration trips, e.g., king, queen, government, personal finance.

Have students determine why acquisition of spices was so important.

Have students create a make-believe world whose location is in outer space. Have them--

a. describe why they would be interested in exploring the area.
b. make maps to get there
c. determine financial sources.
d. describe how they would travel to the site.

MATERIALS

Project PASS. "Exploration," U.S. History Packet #1. Livonia, MI: Livonia Public Schools Special Education Instructional Materials Center, 1979.

Abramowitz, Jack. American History. 5th ed. Part 1, Unit 1, Lessons 4-7. Chicago, IL: Follett Publishing Co., 1979. (H)

Game:
Famous Explorers Game 1000-1682, HMS. Historical games. (M, H)

Portwood, Thomas B., and Portwood, Mary E. Our U.S.A., Chs. 2 & 3. Austin, TX: Steck-Vaughn Company, 1977. (M, H)

Rakes, Thomas A., and DeCaprio, Annie. America's Early Years, Unit 1. Living in America Series. Austin, TX: Steck-Vaughn Company, 1979.

Thypin, Marilyn, and Glasner, Lynne. The Colonies in America, Book One. A History of the United States Series. New York: Entry Publishing Co., Inc., 1982. (M, H)

STRAND American History

LEARNING Early Explorers of the New World

VOCABULARY: Spain, France, England, Sweden, Holland, Portugal, gold, silk, spices, king, queen, ships, maps, diary, log, letters

OBJECTIVE	TASK ANALYSIS
Describes how historians determine the "when, how, and who" of exploration in America. (continued)	

SUBJECT Social Studies

ACTIVITIES

Have students discuss the methods used by historians to research the past, e.g., records of court historian for kings and queens; personal accounts-diaries; letters of explorers; archeological finds: ships, artifacts, tools; charters; landmarks; navigation logs, charts, and maps.

Have students read exploration accounts written by or about early explorers, e.g., Columbus, Magellan, Cortez, De Soto. (See information sheets at the end of the section.)

Have students discuss how diaries, books, and accounts written by explorers (or early historians) can give researchers answers to questions concerning the when, how, and who of historic explorations.

MATERIALS

Explorers and Settlers, Book 1. In The Story of the U.S.A., Ch. 3.

Project PASS. "Exploration," U.S. History Packet #1.

Simulation:
Galleon (A simulation of the quest for gold on the Spanish Main).
Interact
P.O. Box 997C
Lakeside, CA 92040. (H)

Abraham, Henry, and Pfeffer, Irwin. Enjoying American History, Unit II. New York: Amsco School Publications, Inc., 1984. (M, H)

Hall, Leo. Explorers and Discoverers. (Workbook) Tigard, OR: C. C. Publications, Inc., 1985. (M, H)

Tapes:
Appell, Louis S., and Goldberg, Jamie. A Sound History of America. Allen, TX: DLM Teaching Resources, 1984. (A series of ten (10) for students who have difficulty with reading or seeing printed materials, also includes spirit masters and a teacher text)

Information Sheets, "Explorers Who Sailed in the Name of Spain" and "Christopher Columbus."

Map, "Columbus' 1492 Voyage to the New World."

STRAND American History

LEARNING Spanish Influence in America

VOCABULARY: colonization, mission, hemp, Indies, Catholic, priest, brothers, conflicts

OBJECTIVE	TASK ANALYSIS
Discusses reasons for settlement of the Spanish in America prior to English colonization.	1. Lists reasons for Spanish colonization in America. 2. Uses maps to determine Spanish colonization areas in North America.
Describes kinds of housing established by the Spanish during colonization.	1. Lists types of Spanish housing in early America. 2. Discusses reasons for the style of homes used by the Spanish.
Discusses reasons why Spanish colonization declined.	1. Discusses political problems in Spain/Europe. 2. Speculates as to why Spanish colonization did not flourish.

SUBJECT Social Studies

ACTIVITIES

Have students role play an appeal to the Spanish king/queen in which they list the benefits associated with Spanish exploration and colonizations in the Americas. Some reasons would be, e.g., looking for Indies, hemp, gold, land, to spread the Catholic religion.

Use a U.S. map and have students locate areas of Spanish colonization, e.g., California, Texas, New Mexico, Florida, Kansas.

Have students make reports on explorers sailing for Spain who reached areas of America (see information sheet at the end of this section).

Have students draw types of housing established by the Spanish, e.g., missions for priests/brothers, Spanish ranch houses--haciendas, villas.

Have students discuss the effect of sea wars between Spain and England. Have students determine causes of conflicts between England, France, and Spain during the 1600s: power of the seas and claim to land in the new world.

MATERIALS

American History, Part 1, Unit 1, Lesson 5, p. 29. (H)

Parish, Helen Rand. Estebanico. New York: The Viking Press, Inc., 1974.

A History of the United States, Book 1.

Project PASS, "Colonial Policies," U.S. History Packet #2.

Information Sheet, "Explorers Who Sailed in the Name of Spain."

STRAND American History

LEARNING Spanish Influence in America

VOCABULARY: colonization, mission, hemp, Indies, Catholic, priest, brothers, conflicts

OBJECTIVE	TASK ANALYSIS
Discusses reasons why Spanish colonization declined. (continued)	
Discusses contributions to the English language by the Spanish.	1. Lists words contributed to the English language by the Spanish. 2. Names U.S. cities with Spanish names.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students list reasons for the decline in Spanish colonization in America, e.g., Spaniards didn't want to come to America to live, conflicts with American Indians, colonies established to find gold, lack of safety at sea from piracy, missions neglected, allowed for little equal rights (particularly for the Indians), Spain did not allow for trade or industries in the colonies, allowed no self-governing and little religious freedom. Have students identify words of Spanish origin from a list on the chalkboard, e.g., chocolate, mosquito, sombrero, machete, chili, patio, plaza. Have students use a map to identify cities in the U.S. which have Spanish names (e.g., Corpus Christi, Sante Fe, Albuquerque, San Diego, San Francisco) from a mixed list of Spanish and English words. Have students use a Spanish/English dictionary to determine meaning of selected names found. Have students look in the local telephone directory (advertisement section) to find restaurants/businesses with Spanish/Mexican names or which serve Mexican foods.	Enjoying American History, Unit 2. Tape: A Sound History of America, Tape 1. Adopted social studies texts and JCPS curriculum guides

STRAND American History

LEARNING English Settlements in America

VOCABULARY: colony, Mayflower, ships, religions, weather, freedom, indentured servant, Quakers

OBJECTIVE	TASK ANALYSIS
Discusses the Mayflower's voyage to Plymouth, Massachusetts.	1. Discusses the purpose of the Mayflower voyage.
	2. Describes the Mayflower's voyage to Plymouth, Massachusetts.
	3. Discusses benefits of the Mayflower's voyage.
Uses map to locate early English colonies in America.	1. Lists early English colonies in America.
	2. Locates sites of early English colonies in America on a map of North America.
Describes jobs/roles of persons living in the first American colonies.	1. Discusses jobs/roles of persons living in the first American colonies.
	2. Compares jobs/roles of early American colonists with presently available jobs/roles.

SUBJECT Social Studies

ACTIVITIES

Have students role play people aboard the Mayflower, writing letters "home" describing the voyage, e.g., trip was slow, weather was rainy and cold, pilgrims became sick, description of the vessel (dimensions, features), and living conditions on board.

Have students discuss the impact of the Mayflower's passengers in America (first efforts at self-government in the world).

Have students use a map of North America to locate sites of early English colonies in the U.S., e.g., Virginia, Massachusetts, Maryland, Rhode Island, North and South Carolina, New Amsterdam (New York), Pennsylvania, Georgia, Connecticut, New Hampshire.

Have students mark on a map the location of the original thirteen colonies; have students determine why these areas were first colonized.

Have students make a chart showing the jobs and the roles of persons living in the early English colonies, e.g., lumbering; shipping; fishing; farming; owners of rice, indigo, and tobacco plantations; smiths; indentured servants--white Europeans and black Africans, slaves--black Africans.

Have students contrast the jobs/roles of people in the present with those of the colonists, e.g., major job classifications of agriculture vs. fast food restaurants, working conditions.

MATERIALS

Project PASS. "Colonial Policies" and "English Colonial Growth and Development," U.S. History Packets #2 and #3.

America's Early Years, Unit 2.

Our U.S.A., Ch. 4. (M, H)

America's Story, Chs. 2, 3, 4, 5.

Explorers and Settlers, Book 1, Chs. 9 and 10. The Story of the U.S.A. Series.

Dethloff, Henry C., and Begnaud, Allen E. The American People (Their History Since 1900), Ch. 2, "The Colonizers." Austin, TX: Steck-Vaughn, Inc., 1972.

Enjoying American History, Unit 3.

STRAND American History

LEARNING English Settlements in America

VOCABULARY: colony, Mayflower, ships, religions, weather, freedom, indentured servant, Quakers

OBJECTIVE	TASK ANALYSIS
Describes the origin of the settlers coming to America.	1. Lists the homelands of early settlers. 2. Discusses reasons for immigrating to America.

SUBJECT Social Studies

ACTIVITIES

Have the students use a map of the world to locate the original homelands of early colonists in America, e.g., England, Ireland, Scotland, Germany, Norway, Sweden, France.

Have students suggest reasons for early colonists' willingness to settle in America, e.g., freedoms (speech, religion), adventure, escape from the poverty in Europe, hope for a better life in America, independence, obtain a release from prison, escape political prosecution and unjust rules imposed by monarchs, encouragement of promoters of migration to rid the country of unemployed people, spread Protestant faith in America, produce goods for England (timber, sugar to keep her from having to get it through foreign vendors).

MATERIALS

Films:

The English and Dutch Explorers. (01184) EBE, 1965. 11 min. (E, M, H)

Northeastern States. (00641) EBE, 1956. 11 min. (E, M, H)

Colonial America in the 1760s. (06383) HIMS, 1967. 17 min. (E, M, H)

Game:

Colonial Economy Game. Historical Games, 1983. (M, H)

Model:

An Early New England. Edmand V. Gillon, Jr., Dover Publications, Inc., 1977. (E, M, H) (cut and assemble model)

Typin, Marilyn, and Glasner, Lynne. A History of the United States, Book 2.

Hall, Leo. Colonial Times. Tigard, OR: C. C. Publications, Inc., 1985. (M, H)

STRAND American History

LEARNING English Settlements in America

VOCABULARY: colony, Mayflower, ships, religions, weather, freedom, indentured servant, Quakers

OBJECTIVE	TASK ANALYSIS
Describes the origin of the settlers coming to America. (continued)	

SUBJECT Social Studies

ACTIVITIES	MATERIALS
	Films: Vermont, New Hampshire, Massachusetts, Main: Spirit of America Series. (04200) BFA, 1976. 18 min. (M) New England Fisherman. (02424) EBE, 1967. 11 min. B/W. (E, M, H) The Right to Believe--Colonial America. (04251) Xerox, 1975. 20 min. (H) Colonial Children. (00632) EBE, 1939. 11 min. B/W. New England Town 1660. (02425) EBE, 1969. 18 min. (M, H) Colonial Life and Crafts. (00736) Coronet, 1966. 14 min. (E, M, H) Colonial Life in the Middle Colonies. (06696) Coronet, 1975. 10 min. (E, M, H) Colonial Life in the South. (00740) Coronet, 1955. 14 min. (E, M, H) Colonial Life in New England. (00738) Coronet, 1955. 11 min. (E, M, H) DePauw, Linda Grant, and Hunt, K. Conover. Remember the Ladies: Women in America 1750-1815. New York: Viking Press, Inc., 1976. (Women during the Colonial period; topics include love and marriage, motherhood, sickness and death, domesticity, women at work, women and religion)

STRAND American History

LEARNING Introduction to Slavery

VOCABULARY: rum, molasses, Africa, chief, profit, cheap labor, ships, slavery, Atlantic Ocean, chains, shackles, death, sickness, disease, freedom, pens

OBJECTIVE	TASK ANALYSIS
Describes how and why slaves were brought to America.	1. Determines why slaves were sought. 2. Discusses how slaves were seized or purchased in Africa.
Charts slave routes to America on a world map.	1. Discusses slave routes and why selected routes were followed. 2. Describes Africans' response to enslavement aboard ships.

SUBJECT Social Studies

ACTIVITIES

Have students read literature on the capturing and purchasing of Africans. Have students discuss reasons why slavery was a profitable business.

Have students determine the relationship between agri-business and slavery.

Have students determine the relationship between slaves, rum, and molasses.

Have students use a world map and colored pencils to trace slave routes.

Have students discuss the voyage taken and the quarters found on slave ships, e.g., ship voyages terrible, millions died making the trip, slaves were wedged together tightly, low cells for slaves were often only three feet high, height sometimes between decks was only eighteen inches.

Have students discuss the feelings/ fears associated with being kidnapped and transported from one's home forever.

Have students determine why all of the slave cargo did not reach trade ports, e.g., suicide, murder, diseases, starvation, shipwrecks, mutiny.

MATERIALS

American History, Part 1, Unit 1, Lesson 10. (H)

Films:
Slavery in the U.S. (M, H)
A Slaves Story. (M, H)

Reich, Jerome R., et al. Building the United States, Ch. 4, p. 102. New York: Harcourt Brace Jovanovich, Inc., 1971. (T, H)

Software:
American History Through Biographies. (Apple II plus, IIe, Commodore 64) Interactive, Inc.

STRAND American History

LEARNING Introduction to Slavery

VOCABULARY: rum, molasses, Africa, chief, profit, cheap labor, ships, slavery, Atlantic Ocean, chains, shackles, death, sickness, disease, freedom, pens

OBJECTIVE	TASK ANALYSIS
Charts slave routes to America on a world map. (continued)	
Describes the effects of slavery on the continent of Africa.	1. Discusses the effects of slave hunters on African families. 2. Describes the effects of slavery on the African culture (1550s-1800s).

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Let students discuss recent events in remote sections of Afghanistan where youths are taken from their parents by members of the Russian military to be trained to think/perform in the "preferred way." Have students determine the effect of this procedure on their families and community; have students compare this situation to events in Africa during slavery.	
Have students discuss contracts made by hunters and chiefs to capture Africans for enslavement.	Building the United States, Ch. 4, p. 102. (T, H)
Have students to discuss the following: - fear of the young to venture from home, - fear of parents that their children would be stolen, - breakdown of families when members were captured.	**Tape:** A Sound History of America, Tape 11. Adopted texts and JCPS curriculum guides
Have students determine the effect on a country when millions of its educated, bright, talented, strong, and young persons are removed.	

STRAND American History

LEARNING Introduction to Slavery

VOCABULARY: rum, molasses, Africa, chief, profit, cheap labor, ships, slavery, Atlantic Ocean, chains, shackles, death, sickness, disease, freedom, pens

OBJECTIVE	TASK ANALYSIS
Compares the enslavement of Africans in America with the Colonists' feelings about their relationship to Britain.	1. Describes the colonists' feelings of "enslavement" to England. 2. Compares Colonists' feelings of "enslavement" to England to African physical enslavement by the Colonists. 3. Describes how slavery was "justified" by the Colonists.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students suggest reasons for the colonists' disliking their connections with England, e.g., taxation without representation, tariffs, no form of local government; have students assume the role of slaves and develop a list of grievances to be presented to their "owners."	
Have students discuss the minority opinion of individual colonist and religious groups (Quakers, Shakers) who opposed slavery.	
Have students compare slave grievances with those presented to King George IV of England by the Colonists.	
Have students compare and discuss the differences/similarities of both sets of grievances. (For a copy of the Colonists' grievances, see Declaration of Independence section of this curriculum.)	
Have students research the stated justifications used for slavery, e.g., it is for their own good, Biblical, inferior beings.	
Have students discuss the impact of slavery on present-day America.	
Have students compare slavery in America to apartheid in present-day South Africa.	

STRAND American History

LEARNING The French and Indian War

VOCABULARY: Indians, France, colonist, supplies, debts, world power, wilderness, money, taxes, protection, concession, England

OBJECTIVE	TASK ANALYSIS
Identifies why the French and Indian War occurred.	1. Discusses reasons for the French and Indian War. 2. Discusses Indian involvement in the war.
Surmises the effects of the French and Indian War on Kentucky if France had won.	1. Speculates how Kentucky would have been as a French-speaking community. 2. Determines the impact of the fact that the French won the war on the Indians in the Kentucky area.

SUBJECT Social Studies

ACTIVITIES

Have teams of students research reasons for the French and Indian War, e.g., England and France were fighting for world leadership, Ohio Valley was claimed by French and English.

Have students determine why and how specific Indian tribes assisted the French.

Have students determine how the balance of war was in favor of the English.

Have students determine the major effects of a French victory, e.g., language would have been French instead of English, eating habits would have been different, street names would be French.

Have students determine if the French would have made generous provisions for the Indian tribes of the Kentucky area if they had won the war with England, e.g., land, extended trade, removal of settlers.

MATERIALS

American History, Part 1, Unit 1, Lesson 9. (H)

Our U.S.A., Ch. 5. (H)

The Story of the U.S.A., Book 1, Ch. 13.

Film:
French and Indian War. (M, H)

Project PASS, "The French and Indian War," U.S. History Packet #4.

STRAND American History

LEARNING The French and Indian War

VOCABULARY: Indians, France, colonist, supplies, debts, world power, wilderness, money, taxes, protection, concession, England

OBJECTIVE	TASK ANALYSIS
Describes the major outcomes of the French and Indian War.	1. Describes major results of the French and Indian War. 2. Discusses the direct effect of the war on the Colonists and England.

SUBJECT Social Studies

ACTIVITIES MATERIALS

Have students list the results of the French and Indian War as they affected France and England, e.g., France ceased to be major power; England's importance as a world leader was strengthened; English colonists no longer faced the danger of French invasions; England found herself badly in need of money.

Have students discuss the following statements:

- Colonists, as a result of the war, wanted more freedom from England;
- England was determined to collect taxes/monies from the colonies to cover war expenses;
- Colonists had more self-confidence in protecting/defending themselves.

STRAND American History

LEARNING Conflicts with England

VOCABULARY: protection, military, trade, taxation, dictatorship, trade, merchandise, manufactured goods, pressure, freedom

OBJECTIVE	TASK ANALYSIS
Identifies resources provided by England to the colonies.	1. Lists resources provided by England to the Colonies.
	2. Determines why the Colonists could not provide their own resources.
Discusses reasons for conflicts which arose between England and the Colonists.	1. Lists reasons for conflict between England and the Colonists.
	2. Discusses the arguments of a colonial loyalist to British control.
	3. Describes the political/economic/social climate in England.
	4. Speculates as to how conflicts might have been resolved.

ACTIVITIES

Have students discuss advantages associated with being dependent on England, e.g., England gave military protection, supplied manufactured goods to colonies.

Have students list reasons why England would not allow the colonies to have their own army, trade with other states or countries, or govern themselves.

Have students research reasons for the Colonists to resent English rule, e.g., rise of an independent, free, farming class; merchants resented the way their business activities were hampered by English rule and regulations, especially in trade situations; the Colonists no longer needed military protection from French or Indians; the growth of resentment over British colonial policies, especially the policy of having to feed and house British soldiers; wavering and indecisive nature of English control over taxation; lack of opportunity to form own government; troops sent to search homes of the Colonists for "smuggled" goods acquired through illegal trading; had bad experiences with self-governing.

MATERIALS

American History, Part 1, Unit 1, Lesson 8. (H)

America's Early Years, Unit 3. Living in America Series.

Films:
Star Spangled Banner. (E, M, H)
Star Spangled Banner, Our Country's Song. (E, M)

Tapes:
A Sound History of America, Tapes 3 and 4.

STRAND American History

LEARNING Conflicts with England

VOCABULARY: protection, military, trade, taxation, dictatorship, trade, merchandise, manufactured goods, pressure, freedom

OBJECTIVE	TASK ANALYSIS
Discusses reasons for conflicts which arose between England and the colonists. (continued)	

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students form two teams, one purporting allegiance with England and one desiring independence. Have students give reason for positions taken.	
Have students discuss conflicts which existed between England and France and England and Spain.	
Have students discuss problems between the nobility, middle class, and peasants of England.	
Have students determine ways in which the Colonists and England might have resolved their problems.	
Have students debate whether the Colonists wanted to resolve their problems with England or whether preserving liberties was their goal.	

STRAND American History

LEARNING Conflicts with England

VOCABULARY: taxation, quartering, tea, policies, acts, trade, importation, exportation, massacre, nightriders, newspaper, town meetings, town crier

OBJECTIVE	TASK ANALYSIS
Describes major events which led to the war with England.	1. Details major events that led to the war with England. 2. Discusses the effect of major taxation and trade limitations on the colonial populace. 3. Describes how the Colonists communicated with each other concerning dissatisfaction with the English.

SUBJECT Social Studies

ACTIVITIES

Have students produce a "time line" showing the events which led to a break with England, e.g., the Proclamation of 1763 which set the boundary for white settlements at the Appalachian Mountains; the policy of mercantilism under which colonial trade was controlled; Greenville financial program (internal taxes); Sugar Act of 1764; Currency Act of 1764; Stamp Act of 1765; Quartering Act of 1765 requiring the housing and feeding of British soldiers during their stay in the colonies (these soldiers were on board to protect the Colonists); Townsend Acts where external taxes were placed on imported goods such as glass, lead, paper, paints, and tea before they arrived in the colonies; Boston Massacre; Tea Act.

Discuss with the students how the Colonists enjoyed their identification with England (who was a world power) and that pressure tactics from England (taxes, etc.) no doubt influenced desires for independence.

Have students determine how they would feel if heavy taxes (to the point where products would be difficult to acquire) were placed on items that they value such as soft drinks, records, clothes, videos.

MATERIALS

America's Story, Book 1, Ch. 7.

The American People, Ch. 3.

Film:
Boston Tea Party. (E, M, H)

Project PASS. "The Road to Revolution," U.S. History Packet #5.

Tape:
A Sound History of America, Tapes 3 and 4.

Adopted texts and JCPS curriculum guides (E, M, H)

STRAND American History

LEARNING Conflicts with England

VOCABULARY: taxation, quartering, tea, policies, acts, trade, importation, exportation, massacre, nightriders, newspaper, town meetings, town crier

OBJECTIVE	TASK ANALYSIS
Describes major events which led to the war with England. (continued)	

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students discuss the Colonists' "taste for tea" and how its taxation affected them.	
Have students determine the origin of the tea supplied to the Colonists.	
Have students determine why England felt it necessary to initiate taxations, restrictions, and levies.	
Have students determine modes used to communicate information considering that there were non-readers in the colonies, e.g., fliers, newspapers, town meetings, church meetings, public square announcements, books, nightriders, pamphlets, and the Continental Congress.	

STRAND American History

LEARNING The American Revolution

VOCABULARY: battles, Bunker Hill, revolution, Yorktown, Camden, Valley Forge, Stony Point, bayonets, rifleman, army, Marine Corps, cannon, cavalry, navy, frigate

OBJECTIVE	TASK ANALYSIS
Identifies on maps where major American/British battles were fought.	1. Lists the major battles of the American Revolution. 2. Locates battle sites on U.S. and Kentucky maps.
Describes the strengths/weaknesses of American and British government/troops.	1. Discusses strengths and weaknesses of American government/troops. 2. Discusses the strengths and weaknesses of British government/troops.

SUBJECT Social Studies

ACTIVITIES

Let students use a map of the original thirteen colonies to locate the sites of major Revolutionary War battles, e.g., Lexington, Concord, Bunker Hill, Yorktown, Saratoga, George R. Clark's Conquest of the West, New York, the Carolinas, New Jersey.

Have students determine why coastal states were particularly vulnerable to English attack.

Have students use maps to determine sailing routes of the English to America.

Have students make a chart showing strengths/weaknesses of American troops and the American government, e.g., had enough persons to defend themselves; knew the terrain and could easily retreat to places where the British had difficulty reaching them; anger over American Indian involvement with the British against American troops; England's eventual fighting with France, Spain, and the Netherlands; American troops were inferior in discipline and training; not all Colonists favored the war; no money to pay for the cost of war; money, equipment, and food provided by France; eagerness of foreigners to assist in the fight for freedom (see end of this section for additional information); large numbers of slaves fighting in the army and naval corps; no legislative power to draft an army; no experience

MATERIALS

American History, Part 1, Unit 2, Lesson 6. (H)

A History of the United States, Book 2.

Thypin, Marilyn, and Glasner, Lynn. The Beginning of the United States. New York: Entry Publishing Co., 1984.

The Story of the U.S.A., Book 1, Ch. 14.

Game:
Spencer, Joanne. American Revolution. Inglewood, CA: Educational Insights, Inc., 1974.

"Special 1776 Issue," Time Magazine. New York: Time Inc., 1975. (M, H)

Simulation:
Independence (a simulation of the America Revolution 1763-1776) Interact. (M, H)

STRAND American History

LEARNING The American Revolution

VOCABULARY: battles, Bunker Hill, revolution, Yorktown, Camden, Valley Forge, Stony Point bayonets, rifleman, army, Marine Corps, cannon, cavalry, navy, frigate

OBJECTIVE	TASK ANALYSIS
Describes the strengths/weaknesses of American and British government/troops. (continued)	

ACTIVITIES

in fighting large-scale battles; army lacked uniforms, shoes, food, and field protection (bedding, tents); no total sense of national unit; still separated by state loyalties.

Have students make a chart listing the strengths/weaknesses of the British troops and the British government, e.g., troops had experienced officers, had cash and credit to support their troops, had a powerful British fleet, France supported the Colonists, many times supplies from Britain were captured by American naval ships, troops did not know the terrain of the colonies, hired mercenaries and Indians to fight against Colonists, enlisted slaves with promise of freedom, captured ships with supplies coming to America, closed major American ports, underestimated power of American troops, could not counterattack "hit and run raids," lacked the legislative power to form troops from men living in the colonies.

MATERIALS

Project PASS. "Factions in the Revolutionary Fear," "The Road to Victory," "Flavor of the Conflict," and "The Revolutionary War: Overview," Monarcy." U.S. History Packets #6, #7, #8, #15, #93.

American History, Part 1, Unit 2, Lesson 7. (H)

Videocassette:
The Americans, 1776. National Archives. (M, H)

Charles, Carole. Stories of the Revolution Series. Elgin, IL: Childs World, Inc., 1975. (E, M)

STRAND American History

LEARNING The American Revolution

VOCABULARY: battles, Bunker Hill, revolution, Yorktown, Camden, Valley Forge, Stony Point, bayonets, rifleman, army, Marine Corps, cannon, cavalry, navy, frigate

OBJECTIVE	TASK ANALYSIS
Describes the immediate worldwide effects of America's independence from England.	1. Discusses the immediate social and political effects of America's independence on European countries. 2. Compares England with/without the American colonies.

ACTIVITIES	MATERIALS

Have the students research and discuss various foreign personages contributing to America's fight for independence; consider having students use a chart format similar to the following:

Person	Nationality	Occupation	Contribution
Marquis de Lafayette	French	soldier and statesman	Commanded American troops and purchased with his own money clothing and supplies for his troops
Baron Von Steuben	Prussian	Junker (member of privileged class of Prussia)	Developed a manual of armaments and taught military procedures (drill, obedience to command)

Have students discuss the changes brought about by the U.S. separation from England, e.g., a new independent nation was formed, the success of the revolution ended the policy of mercantilism, the independent states drafted new state constitutions giving greater rights to citizens, the idea of an aristocracy in the New World died out, the ideas of the American Revolution spread throughout the world, England's philosophy of the "Divine Right of Kings" was impaired, America was viewed as a new power and world force.

STRAND American History

LEARNING The American Revolution

VOCABULARY: battles, Bunker Hill, revolution, Yorktown, Camden, Valley Forge, Stony Point, bayonets, rifleman, army, Marine Corps, cannon, cavalry, navy, frigate

OBJECTIVE	TASK ANALYSIS
Describes the immediate worldwide effects of America's independence from England. (continued)	

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students make a chart showing the positives and negatives of England's loss of the colonies. Example:	Tape: A Sound History of America, Tape 6. Adopted texts and JCPS curriculum guides (E, M, H)

ENGLAND

Before war	After war	Positives	Negatives
Supplied troops to protect the colonies		saved money	
Taxed colonies	taxation ceased	no more paper work to keep accounts of colonies	loss of valuable tax money
Governed the colonies through King/ Parliament in England	governmental ties broken	no longer had to worry about troublesome colonial leaders	communication loss with colonies
Received products such as hemp and tobacco grown in the colonies	products received would have to be purchased		loss of these resources until diplomatic relationships could be restored

Have students contrast the relationships between England and America in the 1700s vs. today and give reasons for these contrasting relationships.

Have students speculate on what America would be like today if it were still a part of Great Britain.

STRAND American History

LEARNING Declaration of Independence

VOCABULARY: congress, Articles of Confederation, Philadelphia, declaration, independence

OBJECTIVE	TASK ANALYSIS
Tells why the Declaration of Independence was written.	1. Describes the Continental Congress meetings of 1774 and 1775.
	2. Describes the charges brought against King George.

SUBJECT Social Studies

ACTIVITIES	MATERIALS
Have students locate on a U.S. map the site where the Congresses met. Have students determine why the Congress was formed. Have students describe the persons who comprised the Congress membership. Have students discuss the results of the meetings of the Congress. (See information sheet.)	Project PASS. "Declaration of Independence," "The Articles of Confederation." U.S. History Packets #2 and #4. The American People, Ch. 4. Information Sheet, "Continental Congress of 1774 and 1775."
Have students determine through research why representatives of the Continental Congress felt it necessary to write The Declaration of Independence, i.e., bring charges against King George III and the English Parliament.	Escher, Franklin, Jr. The Story of the U.S.A., Book 2, Ch. 1. Cambridge, MA: Educators Publishing Service, 1977. Film: The Constitution, Parts I, II, III. (M, H) American History, Unit 2, p. 104. (H) The American People, Ch. 5.

STRAND American History

LEARNING Declaration of Independence

VOCABULARY: equality, inalienable, consent, grievance, draft, rights, consort

OBJECTIVE	TASK ANALYSIS
Describes the contents of the Declaration of Independence.	1. Determines the authorship of the Declaration of Independence. 2. Discusses the contents of the Declaration of Independence.
Makes inferences as to the effect on America/the world if the final draft of the Declaration of Independence had retained the original draft's accusation against King George III concerning slavery.	1. Discusses reasons why Thomas Jefferson included an accusation against King George III concerning slaves. 2. Discusses the possible effects of not editing out the slavery accusations against King George III. 3. Discusses the paradox of the Colonists feeling enslaved vs. their retaining slaves.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss Thomas Jefferson's contribution to the writing of the Declaration of Independence.	
Have students research and discuss the backgrounds (jobs, education) of the thinkers/writers involved in the development of the Declaration of Independence.	
Have students discuss the following: all people are created equal, all people have certain inalienable rights, governments are organized to ensure these rights for the people, governments get their powers from the consent of those whom they govern, a government that does not live up to the purposes for which it was created can be changed or abolished by the people. (See copy of the Declaration of Independence at the end of the section.)	Information Sheets, "Declaration of Independence: Facsimile and Explanation" and "Declaration of Independence." (Document and facsimile)
Have students hypothesize on how the history of the U.S. might have been different had the original draft's slavery clause been retained, e.g., slavery would have been abolished, may have not had a Civil War, racial relations may have been better. Worldwide attitude about Afro-Americans and other minorities may have been different, economic level of Afro-Americans (and other selected minorities) might not have been depressed.	

STRAND American History

LEARNING Famous Revolutionary War Persons

VOCABULARY: revolutionary, personality, famous, war, events, patriots

OBJECTIVE	TASK ANALYSIS
Names famous Revolutionary War persons.	1. Lists famous Revolutionary War persons. 2. Determines the role of women during the Revolutionary War period.
Describes how and why selected persons became famous during the American Revolutionary War period.	1. Discusses how and why selected persons became famous during the American Revolution. 2. Contrasts how events led people to become famous and how people influenced the events.

COURSE Social Studies

ACTIVITIES

Have students review information on the Revolutionary War. Have students list names of persons made famous by the war, e.g., George Washington, Benedict Arnold, John Paul Jones, Charles Cornwallis, Paul Revere, George Rogers Clark, Caesar Dickerson, Prince Hall, Salem Poor, Peter Salem.

Ask students to determine why women's names were rarely included in historical accounts of this war.

Let students discuss the concept of being "famous" as it relates to people and events during the Revolutionary War, e.g., George Washington--general and Commander of American armies, John Paul Jones--defeated several British ships in naval fighting, Paul Revere--rode 16 miles to warn the patriots that the British were coming, Ben Franklin--obtained aid from France for Americans.

Ask students to determine how people made specific incidents famous. (There were other midnight riders. What made the one Paul Revere undertook famous?)

Have students develop a skit depicting the events which made Benedict Arnold well known.

MATERIALS

America's Early Years, Unit 3, Living in America Series.

America's Story, Book 1, Chs. 10 and 11.

Films:
Paul Revere's Ride. (02563) BFA, 1964. 10 min. (E, M, H)
George Washington. (01433) EBE, 1951. 18 min. B/W. (M, H)

Friedel, Frank. The Presidents of the United States of America. Washington, DC: White House Historical Assoc., 1982.

American History, Unit 2, Lesson 3. (H)

Duplicating Masters:
The Colonies Move Toward Independence, p. 27A, Milliken Publishing Co., 1971. (M, H)

Hall, Leo. Revolution and Independence. Tigard, OR: C. C. Publications, Inc., 1985.

STRAND American History

LEARNING Famous Revolutionary War Persons

VOCABULARY: revolutionary, personality, famous, war, events, patriots

OBJECTIVE	TASK ANALYSIS
Predicts how selected Revolutionary War characters would react to a similar contemporary issue.	1. Identifies contemporary issues which affect people living in our city, state, nation. 2. Describes how selected Revolutionary War personalities might handle identified issues; locates information which supports the personalities' decisions.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students make a chart listing contemporary issues and predict how selected Revolutionary War characters would respond/react to the issues; ask students to support (defend) their reactions/responses. Example:	

Contemporary Issues	Revolutionary War Personality	Reaction/Response
1. Selective service (Drafting soldiers)	George Washington	would probably have supported legalized draft measures to have a standing army
2. Increased use of nuclear powered ships/submarines	John Paul Jones	would probably have supported this move to create a strong naval defense system

STRAND American History

LEARNING Peace and National Unity

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes the major provisions of the Paris Treaty of 1783.	1. Determines the name of the document signaling peace. 2. Lists the major provisions of the Paris Treaty of 1783.
Discusses the problems encountered by the Colonists after freedom from England.	1. Hypothesizes about the problems likely to have been encountered by the Colonists after freedom from England. 2. Compares pre-/post-Revolutionary War colonial governments. 3. Compares the problems of the newly freed Colonists with the later problems of the slaves freed by the Emancipation Proclamation.

COURSE Social Studies

ACTIVITIES

Have students determine why the treaty was termed "Peace of Paris," e.g., peace negotiations began in Paris in 1782.

Have students suggest ways in which the Paris Treaty of 1783 changed/ stabilized the new nation, e.g., Britian recognized the independence of the 13 colonies, the boundaries of the new nation were established, the Colonists agreed to return property taken from "Loyalists" (those supporting the British), British troops were removed from individual states, Americans kept the right to fish off the Canadian banks of Newfoundland, an arrangement was made for the payment of money that Colonists owed to English merchants.

Have a panel of students present the problems faced by the government/ Colonists after winning the Revolutionary War, e.g., much of the land was unsettled, no real army or navy, national government was weak--individual states governed themselves, new government had no way to raise money, European countries showed little respect for the new nation, loss of foreign trade markets.

Have students determine why the Colonists experienced these problems. Have students determine reasons why such problems would not have occurred under England's rule.

MATERIALS

American History, Part 1, Unit 2, Lessons 7 and 10

America's Early Years, Unit 4, Living in America Series.

The Story of the U.S.A., Book 2, Ch. 2.

STRAND American History

LEARNING Peace and National Unity

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Analyzes issues addressed in the 1787 Philadelphia Constitutional Convention.	1. Discusses issues addressed in 1787 in Philadelphia at the Constitutional Convention. 2. Discusses the social/economic status of the Constitutional Convention delegate.

COURSE Social Studies

ACTIVITIES	MATERIALS
Let students present a mock 1787 Philadelphia Constitutional Convention in which they discuss issues faced and resolution's recommended, e.g., rewrite the Articles of Confederation, central government had to be established, must have president, congress and courts of justice, representation of congress needed, taxes to raise money, control over trade and commerce, power to make treaties.	
Have students make a chart showing social/economic status of the Constitutional Convention delegates, e.g., two thirds were lawyers, the rest large land owners and merchants; majority had been involved in the Revolutionary War, state governments, and congress; large majority were wealthy and educated.	
Ask students to determine if wealth/ education would be perceived as a problem to the states whose populace were farmers and crafts persons.	

STRAND American History

LEARNING Constitution

VOCABULARY: constitutional convention, delegate, compromise, trade ratification, amend

OBJECTIVE	TASK ANALYSIS
States the purpose of the U.S. Constitution.	1. Defines the term constitution as it is used in the context of this material. 2. Discusses the goals of the U.S. Constitution.
Discusses the content of the U.S. Constitution.	1. Determines the model used to develop the Constitution. 2. Discusses the content of the U.S. Constitution.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students determine why the Constitution was needed, e.g., to revise the structure of the new country, to set up a uniform method for a national government.	Project PASS. "Writing the Constitution" and "Struggle for Ratification," U.S. History Packets #11 and #12. American History, Part 1, Unit 2. (H)
Have students research the background of selected delegates. (See information sheet at end of the section.)	Information Sheet, "Signers of the Constitution." America's Early Years, Unit 4, Living in American Series.
Have students research the history of the American Constitution: when and where it was written and by whom.	
Have students determine the roles of James Madison and Gouverneur Morris in the writing of the Constitution.	Project PASS. "The Purpose of Our Government," "Introduction to the Constitution," "Checks and Balance," "Democracy," "The Three Branches of Government," "Presidential Qualifications," and "The Electoral College," U.S. History Packets #1, #3, #8, #9, #21, #22, and #23.
Supply students with copies of the U.S. Constitution as work sheets and have students identify parts of the document which addressed issues faced by the new nation, e.g., The Preamble Articles, Amendments 1-10 (Bill of Rights).	
Have students discuss the importance of the Bill of Rights and why these rights were included in the Constitution.	
Have students discuss the influence of English law expressed in the Magna Carta and the ancient Greeks democratic governmental systems as well as the constitutions of individual states (New York, Massachusetts) in the writing of the U.S. Constitution.	

STRAND American History

LEARNING Constitution

VOCABULARY: constitutional convention, delegate, compromise, trade ratification, amend

OBJECTIVE	TASK ANALYSIS
Discusses the relevance of the U.S. Constitution to the values and principles of Americans today.	1. Discusses how little the U.S. Constitution has changed since 1787.
	2. Discusses the relevance of the Constitution.
	3. Discusses how little America's basic value system has changed.

ACTIVITIES

Have students determine why amendment procedures were included in the writing of the Constitution.

Have students discuss the compromises made prior to finalizing the writing of the Constitution, e.g., number of representatives from each state to the Senate and House of Representatives; giving Congress the power to forbid foreign slave trade, how to count slaves in determining the number of representatives to Congress a state should have.

Have students discuss ways in which the Constitution has been modified since 1787.

Have students discuss changes which have taken place in the U.S. since 1790, e.g., expanded from 13 to 50 states, increased population from 4 million (1790) to over 180 million, changed from an agricultural to an industrial society, advanced from horse power to nuclear power. Then have students discuss how the Constitution is still valid in spite of the progress made in America since 1787.

Have students list values that Americans generally hold, e.g., respect/love of country, capitalism, individualism, privacy, family, justice, freedom of religion, patriotism.

MATERIALS

Project PASS. "The Powers and Duties of the President," "The Cabinet," "Congress," "The Judicial System," "The United States Supreme Court," U.S. History Packets #24, #25, #28, #32, and #33.

American History, Part 1, Unit 2, Lesson 13. (M, H)

America's Story, Book 1, Ch. 9.

Scott, Corinn Codye. Government Is News. Castro Valley, CA: Quercus, 1981. (M, H)

STRAND American History

LEARNING Leadership of the New Nation

VOCABULARY: Federalist, Louisiana, Vice-President, purchase, alien, sedition, territory

OBJECTIVE	TASK ANALYSIS
Identifies major political parties in the U.S. during 1789.	1. Lists the major political parties in the U.S. during 1789.
	2. Discusses major differences between the two parties.
Discusses events which led to the Twelfth Amendment.	1. Describes events which led to the Twelfth Amendment.
	2. Discusses how the Vice-President of the United States is presently elected.
Describes the major events which occurred in the U.S. during Washington's, Adams', and Jefferson's Presidencies.	1. Describes the leadership styles of Washington, Adams, and Jefferson as U.S. Presidents.
	2. Discusses major events which occurred in the U.S. during the Washington, Adams, and Jefferson Presidencies.

COURSE Social Studies

ACTIVITIES

Have students list the major political parties in the U.S. in 1789, e.g., Federalist, Anti-Federalist. Then ask students to discuss the parties' differences.

Have students do group research on the events leading up to the Twelfth Amendment, e.g., the election of 1800 when Jefferson and Burr, who were candidates of the same party, received the same number of votes.

Have students determine how this problem is now eliminated.

Have students prepare a bulletin board with the headings of Washington, Adams, and Jefferson; under each man's name have the major events of Presidency, e.g., 1789--French Revolution, 1794--Jay's Treaty, 1795--Pickney's Treaty, 1797--X Y Z Affair, 1798--Alien and Sedition Acts, 1803--Purchase of the Louisiana Territory, 1804--Lewis and Clark expedition.

MATERIALS

American History, Unit 4, Lesson 2, p. 201.

Project PASS. "Launching a New Nation," "Keeping the New Nation Out of War," and "The Jefferson Era," U.S. History Packets #13, #14, #15.

Films:
Lewis and Clark. (01105) EBE, 1950. 17 min. B/W.
Lewis and Clark at the Great Divide. (03589) BFA, 1971. 22 min.
Journals of Lewis and Clark. 2 parts. (02792, 02793) Part 1, EBE, 1966. 26 min. Part 2, EBE, 1965. 27 min.

America's Early Years, Unit 5, Living in America Series.

STRAND American History

LEARNING War of 1812

VOCABULARY: blockade, embargo, patriotism, British, deserters, Thomas Jefferson, New Orleans, Andrew Jackson, boycott, James Madison

OBJECTIVE	TASK ANALYSIS
Describes how and why the U.S. became involved in the War of 1812.	1. Lists countries involved in the War of 1812. 2. Identifies how and why the U.S. became involved in the War of 1812.
Discusses the effects of the War of 1812 on America.	1. Describes the effects of the War of 1812 on America. 2. Determines why the "Star-Spangled Banner" was written and explores its primary meaning.

COURSE Social Studies

ACTIVITIES

Have students determine 1812 warring factions (e.g., Great Britian, United States, and Indians) of northeastern areas of America.

Have students speculate on how they would react to the issues faced by the U.S. which led to the War of 1812 (e.g., Britain had violated freedom on the seas by seizing American ships and invading American waters; the British still illegally held some lands in the northwest and carried on fur trade with Indians of the area; other causes of the War of 1812 were America's desire for the additional land of Canada, Florida, and the rest of North America and Americans' resentment against England harbored since the Revolutionary War.)

Have students determine why Indians working with the British attacked settlers, e.g., Americans were taking their lands, no trust for communication was established, treaties of records had been broken in the past.

Have students locate on a map areas where most of the fighting took place, e.g., Canadian border, New York state, Michigan, Maine, and other border areas of America.

Have students research information on the American lawyer Francis Scott Key and his reasons for writing the "Star Spangled Banner," during the siege of Baltimore.

MATERIALS

American History, Part 2, Unit 4, Lesson 7. (H)

America's Story, Book 1, Ch. 13.

The Story of the U.S.A., Book 2, Ch. 6.

Film:
The War of 1812. (02990) Coronet, 1982. 14 min. (E, M, H)

American History, Unit 5, Lesson 7, p. 221.

Project PASS. "War of 1812" and "Nationalism in the United States," U.S. History Packets #16 and #17.

STRAND American History

LEARNING War of 1812

VOCABULARY: blockade, embargo, patriotism, British, deserters, Thomas Jefferson, New Orleans, Andrew Jackson, boycott, James Madison

OBJECTIVE	TASK ANALYSIS
Discusses the effects of the War of 1812 on America. (continued)	
Suggests ways that the War of 1812 could have been avoided.	1. Discusses ways that the War of 1812 could have been avoided. 2. Compares issues leading to the War of 1812 with issues of today which could lead to war.

COURSE Social Studies

ACTIVITIES

Have students read the poem and rewrite it in their own words.

Have students research the changes which occurred in the U.S. because of the War of 1812, e.g., the war led to the rising feeling of patriotism and nationalism in the U.S.; it encouraged the growth of American industry to produce items once purchased from England; it led to final recognition of the U.S. as an independent power; other results were (1) the spread of more settlers to the Southwest because the Indian tribes had been defeated in those areas, (2) the death of the Shawnee Indian Chief Tecumseh, (3) purchase of Florida from Spain in 1819, (4) the burning of the White House and other public buildings in Washington, DC, and (5) peace, but no territorial concessions.

Have students form teams to debate the issue of how the U.S. could have avoided becoming involved in the War of 1812, e.g., if speedier communications existed (telephone, satellite, transatlantic cable) the war might have been prevented; establishment of trade treaties with England soon after the Revolutionary War might have eased tensions.

Have students determine present day countries which have hostile relationships based on War of 1812 issues such as the following:

- lack of communication
- desire to acquire additional lands
- waterway skirmishes.

MATERIALS

Adventures in American History, Ch. 11.

Adopted texts and JCPS curriculum guides (E, M, H)

STRAND American History

LEARNING Westward Movement

VOCABULARY: Alabama, Illinois, Indiana, Mississippi, Iowa, Missouri, Arkansas, nationalism, squatter, sectionalism

OBJECTIVE	TASK ANALYSIS
Identifies states that were added to the Union during the Westward Movement.	1. Tells the years involved in the Westward Movement.
	2. Names the states that were part of the Union prior to the Westward Movement.
	3. Lists states added to the Union during the Westward Movement.
	4. Discusses the plight of Indians during the Westward Movement.
Discusses reasons for Americans moving westward.	1. Lists reasons for Americans moving westward.
	2. Discusses reasons for the lack of mass migrations east or southward.
	3. Compares reasons why people moved west during the Westward Movement with why people move westward and to other parts of the U.S. today.

COURSE Social Studies

ACTIVITIES

Provide U.S. outline maps and have students locate the new states, e.g., Alabama, Illinois, Indiana, Mississippi, Iowa, Missouri, Arkansas.

Have students discuss how these lands were acquired from the Indian Nation.

Have students "brainstorm" reasons for Americans wanting to leave their homes and move west, e.g., a place to begin again; a place to strike it rich (gold, silver, timber); vast lands to use and develop; newer, more fertile land (slaves went to get their own land); expansion of railroad.

Have students discuss the following facts:

In 1785 the government offered public land in 640-acre sections at $8.00 per acre.
Some land companies in the East purchased land and sold it in smaller lots at higher prices.
In 1800 Congress sold land at $2.00 per acre.
In 1820, 80-acre plots were available at $1.25 an acre.
In 1841 a squatter could acquire 160 acres and pay the government over an extended period of time.
In 1862, 160 acre tracts were given toindividuals by the government free of charge.

MATERIALS

America's Story, Book 1, Chs. 12, 16, 17, 18.

The Story of the U.S.A., Book 2, Chs. 4, 5.

Simulation:
Pioneers (a simulation of decision-making on a wagon train) Interact. (M, H)

Project PASS. "The Age of Jackson," "Two Major Issues During Jackson's Administration," "Manifest Destiny," "Development of American Life (1820-1850)," "Westward Migration," U.S. History Packets #18, #19, #20, #21, and #22.

American History, Part 2, Unit 5, Lessons 4 and 5. (H)

STRAND American History

LEARNING Westward Movement

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses reasons for Americans moving westward. (continued)	
Describes how the growth of western settlements gave rise to nationalism and sectionalism.	1. Discusses how the growth of western settlements gave rise to nationalism.
	2. Discusses how the growth of western settlements gave rise to sectionalism.
	3. Describes anti-Indian governmental legislation.

ACTIVITIES

Have students determine who was most likely to move westward, e.g., eastern farmers, immigrants from Europe.

Have students discuss how westward movements influenced the role of women and the difference between social classes.

Have students identify reasons why westerners were dependent on the national government, e.g., they needed military protection from the Indians; they occupied land provided by the government; they needed roads, canals, and other aids to transportation; westerners had no loyalties to their old colonies or states.

Have students speculate on why early Americans wanted independence from a strong central government.

Have students discuss the differences which occurred between regions of the U.S. because of sectionalism, e.g., slavery, economic power bases, protective tariff excised.

Have students discuss practices which were anti-American Indian, e.g., relocation, breaking prior agreements, dissolution of the Indian nation.

MATERIALS

Simulation:
The Trail of Tears: An Inquiry Simulation Activity for Students (1838 Cherokee Indian Plight).

Films:
Nationalism: A World to Win. (H)
Banking in Action. (00167) 20 min. (M)
The Immigrant Experience. (01131) 31 min.

Filmstrip:
People of America's Western Frontier (the Indian Resistances). National Geographic (filmstrip/cassette), 1984.

STRAND American History

LEARNING America Growing

VOCABULARY: factories, commerce, agriculture, labor, arts, music, culture, literature, textile, transportation, communication, invention, reform

OBJECTIVE	TASK ANALYSIS
Discusses the rise of the factory system in America.	1. Names major kinds of industry and commerce in the northeast prior to the War of 1812.
	2. Names businesses which developed as an outgrowth of the War of 1812.
	3. Describes the changes that took place in the work setting because of the rise of the factory system.
	4. Discusses the impact of the factory system on society in general.

ACTIVITIES

Have students determine the kinds of businesses established after the War of 1812, e.g., fishing, ship building, manufacturing of cloth, iron goods, farm tools. Have students make a chart showing businesses prior to 1812 and after 1812.

Have students discuss the changes which took place in America as a direct/indirect result of the factory system, e.g., factories and machines replaced the old way of making goods; machines made it possible to produce goods in larger quantities, bring lower prices, thus more people could afford to buy the goods; with the growth of industry came the growth of cities; industry replaced agriculture in the northeast; transportation and communication improved; a number of corporations were formed; labor unions began to develop.

Have students discuss the following as reasons why factories rose in the New England/Eastern U.S. areas:

Swift running waters were available for power to drive machines.
Raw materials could be brought by sea to the area.
Immigrants came to area from Europe and would work for low wages.
Natural resources were available, e.g., ore, coal.

Have students write a brief history of the factory system in America.

MATERIALS

Larned, Phyllis. Statehood, the West and Civil War: Founder, Pioneer, Yankee, Rebel. Castro Valley, CA: Quercus Corporation, 1982. (Worktext)

American History, Part 3, Unit 9, Lesson 2. (H)

Films:
Money on the Land. (06740) Time, Life, 1972. 26 min. (E, M, H)
Rise of Big Businesses. (06213) EBE, 1970. 27 min. (M, H)
A World to Win. (04299) Time, Life, 1976. 26 min. (H)

Our U.S.A., Part One, Ch. 9. (M, H)

American History, Part 2, Unit 5, Lessons 10 and 11. (H)

Project PASS. "Cultural Development in the Early 1800s," U.S. History Packet #23.

STRAND American History

LEARNING America Growing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses the rise of the factory system in America. (continued)	
Describes inventions through 1850 which helped America's growth in areas of agriculture, communication, industry, and transportation.	1. Lists inventions through 1850 that helped the growth of agriculture, communication, industry, and transportation. 2. Discusses the effect of these inventions on the daily lives of Americans.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students write a story about Samuel Slater, incorporating the following facts: England held market on machines which produced textiles and would not disclose procedures for making them. Samuel Slater memorized the design of some of the newer machines in England. He moved to America and built the first textile mill in Rhode Island (1790). After 1812, textile mills became New England's main industry.	Adopted texts and JCPS curriculum guides (T, E, M, H)
Have students visit the library to acquire information to write/type/tape reports on inventors of the 1800s such as the following: 1834--reaper-Cyrus McCormick, 1835--revolver-Samuel Colt, 1837--steel plow-John Deere, 1842--anesthesia-Crawford Long, 1844--telegraph-Samuel Morse, 1845--sewing machine-Elias Howe, 1846--improved printing press-Richard Hoe, 1849--safety pin-Walter Hunt, 1846--evaporating pan-(sugar refinery)-Norman Rillieux, 1872--lubrication cup (automatic)-Elijah McCoy.	
Have students make a three-column chart with pictures or drawings that illustrate each invention and its counterparts pre-1800 and today, e.g, needle and spinning wheel, the sewing machine of 1845, and sewing machines (domestic and commercial) of today.	

STRAND American History

LEARNING America Growing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes inventions through 1850 which helped America's growth in areas of agriculture, communication, industry and transportation. (continued)	
Describes advancements in literature, music, and visual arts.	1. Discusses American writers of the early 1800s.
	2. Researches American literature prior to 1850.
	3. Discusses American visual arts prior to 1850.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students determine how selected inventions made life easier for most Americans. (See sample work sheet on inventions at end of the section.)	Work Sheet, "Inventions 1800-1899."
Have students discuss America's famous writers prior to 1850, e.g., Washington Irving, James Fenimore Cooper, Herman Melville, Edgar Allen Poe. Have students make reports on books or poems of the writers researched. Have students determine theme/topic covered in writings (novels, poems) and determine likenesses/differences of themes of 20th century poets/novelists/short story writers. Have students discuss the impact of events during 1800-1850 on writings of that period.	
Have students discuss the rise in numbers of American newspapers. Have students make a correlation between rise of educational reforms and the increase of reading materials.	
Have students critique works by John James Audubon and discuss the works of other visual artists during American's growing period, e.g., artists of the "Hudson River School" such as George Bingham, Robert S. Duncanson.	

STRAND American History

LEARNING America Growing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes advancements in literature, music, and visual arts. (continued)	4. Describes American music prior to 1850.
Discusses immigration during the 1800 to 1850 period.	1. Names nationalities of immigrants coming to America.
	2. Determines why/how immigrants came to America.
	3. Determines results of immigration.

ACTIVITIES	MATERIALS
Have students discuss topics of songs written during the pre-1850 era, e.g., Stephen Foster's Old Folks at Home, My Old Kentucky Home, Negro spirituals such as Swing Low, Sweet Chariot, When Israel was in Egypt Land.	
Have students discuss the effect of increased interest in the arts, e.g., theaters and museums were built; artists toured from city to city; cities grew as cultural centers increased.	
Have students write the nationalities of immigrants coming to America, e.g., Germans, Irish. Have students determine the religious background of immigrants.	
Have students determine the rise of public educational reform (schools, laws) as result of immigration.	
Have students research reasons for immigration and countries from which people came, e.g., revolutions, crop failure, famines, monarchial governments, cheap land in America, economic prosperity in America, and democratic government.	
Have students determine why conflicts arose, e.g., anti-foreign feelings, propaganda by know-nothing (American Party) political party, immigrants' willingness to work cheaply in cities, religious discrimination by (white) Americans to Catholics, resentment of poorly educated people.	

STRAND American History

LEARNING America Growing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Compares/contrasts the American lifestyle of 1800 with the lifestyle of 1850.	1. Discusses the American lifestyle of 1800.
	2. Discusses the American lifestyle of 1850.
Describes movements of the 1830-1850 era.	1. Defines the term reform as used in the context of this material.
	2. Determines reform movements of the 1830-1850 era.

COURSE Social Studies

ACTIVITIES

MATERIALS

Divide students into two teams and have each team prepare a poster. Have one team prepare a poster on the American lifestyle in the year 1800, e.g., farm workers, settlers, traders, worked with their hands at home, worked from sun up to sun down, goods and supplies were expensive, women worked in the home.

Have the other team prepare a poster on the American lifestyle in the year 1850, e.g., people moved from farms to cities, factories were built near water supplies, people were required to be on the job at a specific time, goods were cheaper, many became assembly line workers, more people were paid fixed salaries, women and children became factory workers.

Have students research information on movements prevalent during the 1830-1850 era, e.g.,
- standard work hours (10)
- trade union establishment
- feminist movement
- public education
- establishment of programs for better treatment of criminals, debtors, handicapped and mentally ill
- temperance movement
- abolitionist movement

Have students discuss in depth the rights of women and children during this period. Have students make a chart comparing rights of children during 1830-1850 to rights they exercise today.

STRAND American History

LEARNING America Growing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses resettlement of Indian tribes.	1. Describes the lifestyle of southeastern U.S. Indian tribes during the 1830-1840 period. 2. Determines causes of Indian removal.

ACTIVITIES	MATERIALS
Have students determine tribes who were removed from the lands during the 1820s era, e.g., Cherokee nation. Have students determine why Indians were removed, e.g., Georgia wanted rich Indian land for cotton and other crop growing; new settlers to the area wanted land for farming; President Jackson's lack of support of Indian's federal treaty guarantees to land; force and persuasion by the government of removal of 100 tribes to western side of the Mississippi; anti-Indian feelings; no civil rights groups. Have students discuss the outcome of these removal efforts. Have students read information on "Trail of Tears."	

STRAND American History

LEARNING America Growing

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes the Mexican American War.	1. Names countries involved in the Mexican War.
	2. Discusses Texas statehood.

ACTIVITIES	MATERIALS
Have students research reasons why U.S. and Mexico engaged in a war over Texas, e.g., Mexico had its independence from Spain; the Texas territory belonged to Mexico; part of this area was opened to settlement; thousands of Americans moved into the area; the Mexican government ordered a halt to further immigration and an end to slavery in its territory; the settlers ignored the Mexican government and fought for independence (this came about in 1836); the settlers later sought annexation with the U.S.; Mexico and the U.S. went to war when annexation was forced by the U.S.; California and New Mexico also belonged to Mexico; the U.S. won the war by gaining military control over New Mexico, Texas, and California; Mexico recognized the annexation of Texas and gave up New Mexico and California to the U.S.; Mexico was paid $15,000,000 for this purchase. Have students read a detailed account of this battle. Have the debate from Mexico's point of view on the topic: Resolved, the U.S. was not justified for declaring war on Mexico.	

STRAND American History

LEARNING Slavery

VOCABULARY: cotton gin, rebellion, John Brown, protest, "Underground Railroad," economic

OBJECTIVE	TASK ANALYSIS
Identifies the impact of the invention of the cotton gin on slavery.	1. Discusses cotton production before the invention of the gin. 2. Determines reasons of increase in slavery with cotton gin use.
Describes attitudes of the Afro-Americans prior to 1865 regarding enslavement.	1. Describes attitudes and behaviors of the Afro-Americans prior to 1865 regarding enslavement. 2. Discusses major slave rebellions.

ACTIVITIES

Have students discuss the process of havesting cotton.

Have students suggest ways in which the cotton gin affected slavery, e.g., the cotton gin made it possible to clean cotton faster, thus increasing cotton production requiring a larger work force; cotton farming became a profitable business which increased farms and the need for more slaves.

Have students list the many ways in which Afro-Americans protested enslavement, e.g., ran away; wrote books; went to England or other foreign countries; insurrection; Underground Railroad System--Harriet Tubman; passive resistance; protest songs disguised as religious songs; worked toward freedom of self and others; complacency; joined abolitionists groups as lecturers, writers; joined Indian tribes; returned to Africa; joined the fight for America's war causes; committed suicide; killed their owners.

Have students research literature and give reports on slave rebellions and militant actions and the effects on slave holders, e.g., 1800--Gabriel Prosser, 1822--Denmark Vesey, 1829--David Walker, 1831--Nat Turner 1841--Fredrick Douglass, 1859--John Brown.

MATERIALS

American History, Part 2, Unit 6, Lesson 1. (H)

America's Early Years, Unit 6, Living in America Series.

Filmstrips/Cassettes:
A Slave's Story: Running a Thousand Miles to Freedom. SVE, n.d. 2 color filmstrips with cassettes. (Story of William and Ellen Croft's escape from South before the Civil War) (M, H)

Project PASS. "Slavery in America" and "Sectional Problems," U.S. History Packets #24 and #25.

Blassingame, John W. The Slave Community. New York: Oxford University Press, 1979.

Wald, Ann Himmelberger. "Ohio's Black History." Travel--Holiday, January, 1986, pp. 34-37.

STRAND American History

LEARNING Slavery

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes attitudes of the Afro-Americans prior to 1865 regarding enslavement.	
Discusses economic, political, social, religious issues faced by Americans in the mid 1800s concerning slavery.	1. Discusses economic issues faced by the Americans in the mid 1800s concerning slavery. 2. Discusses political issues. 3. Discusses social issues. 4. Discusses religious issues.

ACTIVITIES

Have students determine the increased need for cotton worldwide, e.g., clothing could be easily made from cotton rather than flax or other plant/animal sources as a result of improved mechanization in textile mills; clothing was advertised through easily acquired newspapers, as industrialization increased the need for work clothing in U.S., Great Britian, and other countries; U.S. southeastern soil was suitable for cotton growth, therefore, farms increased making cotton plentiful and profitable to be sold to foreign countries.

Have students discuss economic factors which influenced American attitudes on slavery, e.g., cotton exportation from the South to northern states and European industries was very profitable from 1800s to 1860s; textile owners, shippers, sailors, shopkeepers, cloth and thread makers, seamstresses/tailors depended on cotton production for employment; plantation owners became rich from the production of cotton.

Have students show on maps the southern states which produced cotton in 1850s-1860s.

MATERIALS

Shapiro, Alan. Promise, Book 2, and Black, Book 4. America, Land of Change Series. Chicago, IL: Science Research Associates, Inc., 1970.

Films:
George Washington Carver. (03528) BFA, 1967. 11 min. B/W. (E, M, H)
Negro Heroes from American History. (06137) Atlantis, 1967. 11 min. (E, M, H)
Harriet Tubman and the Underground Railroad. (03588) BFA, 1972. 21 min. (JH, SH)

Katz, William L. Teacher's Guide to American Negro History. Chicago, IL: Franklin Watts, Inc., 1974.

Katz, William L., ed. Five Slave Narratives: A Compendium. New York: Arno Press, 1968. (Autobiographies of Lunsford Lane, J. W. C. Pennington, William Wells Brown, Jacob Stroxer, and Moses Grandy) (T)

STRAND American History

LEARNING Slavery

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses economic, political, social, religious issues faced by Americans in the mid 1800s concerning slavery. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students discuss the increase of slavery in the South:

Year	Number of Slaves
1800	1,000,000
1820	1,643,000
1860	4,000,000

Have students determine reasons for the increase between 1820-1860.

Have students determine costs related to slavery, e.g., feeding, clothing, housing.

Have students determine why slavery as a system would not be easy for owners to do without.

Have students debate the issue of increased revenue vs. reduction of slavery as well as political issues faced as a result of slavery, e.g., North generally against slavery, did not need them for industrial economy; South needed slaves to work fields--agricultural economy. Have students determine who would benefit from fugitive slave laws and codes.

Have students determine how freedom/voting privileges would have affected political powers of certain states if slaves were freed.

STRAND American History

LEARNING Slavery

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses economic, political, social, religious issues faced by Americans in the mid 1800s concerning slavery. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students question the social/moral issues raised by slavery in America, e.g., how could the U.S. claim to be a champion of freedom in the world while it allowed slavery?	
Have students discuss the American Colonization Society's and Anti-Slavery groups' efforts and the U.S. government's purchasing of land in Western Africa as a place to send freed slaves.	
Have students discuss the platform of abolitionist movements and major personalities involved.	
Have students discuss the lives of famous abolitionists.	
Have students determine the effects of abolitionists and other anti-slavery movements on the institution of slavery.	
Have students determine if underground railroads operated in or around Louisville/Kentucky, e.g., New Albany.	
Have students determine if an underground railroad situation could occur in the United States during this current period of time. Have students support their speculations.	

STRAND American History

LEARNING Slavery

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Discusses economic, political, social, religious issues faced by Americans in the mid 1800s concerning slavery. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students determine during what other periods of history situations very much like the underground railroad occurred, e.g., World War II in Europe when the Jews were hidden/transported to safe areas to avoid death and concentration camps at the hands of the Nazis; in the 1960s when the communist government of East Berlin built a 25-mile wall to seal off its zone from West Berlin, Berliners from the Eastern sectors were smuggled through and helped to get over, under, and around the Berlin wall.	
Have students discuss the religious issues related to acceptance or lack of acceptance to slavery in America, e.g., majority of churches were segregated, most Americans belonged to various religious groups and were faced with questions concerning slavery.	
Have students determine if slavery could exist in U.S. today. Have students determine if slavery could operate in other countries today. Have students support their explanations.	
Have students discuss the effect of slavery on free Afro-Americans, e.g., they were discouraged/prohibited from meeting with slaves and laws were created to restrict the freedom of free blacks.	

STRAND American History

LEARNING Civil War/Reconstruction

VOCABULARY: secession, Confederate, Union, Robert E. Lee, U.S. Grant, abolitionist, Abraham Lincoln, border, regions

OBJECTIVE	TASK ANALYSIS
Discusses reasons why the Civil War occurred.	1. Describes what is meant by the term civil war. 2. Identifies the two warring regions. 3. Determines the role of abolitionist and anti-slavery movements. 4. Tells reasons why there was a civil war.
Describes the effects of the Civil War on families in the North and South.	1. Contrasts/compares effects of the civil war on families in the North and South. 2. Discusses the impact of the Civil War on families living in border states. 3. Contrasts the impact of the Civil War on black families in the North vs. black families in the South.

ACTIVITIES	MATERIALS
Have students discuss reasons why the West was not as involved in the war as the northern and southern areas of the country. Have students seek information from library books which would give reasons why the Civil War occurred, e.g., sectionalism, issue of federal unity, economic/political differences-North and South, slavery, Southern states seceding from Union, fugitive slave laws, buying selling slaves, Kansas-Nebraska Act, balance of power in Congress between free and slave states. Have students locate on a U.S. map the states which were Union, Confederate, and border. Have students role play families (black and white) from both sections of the country after the Civil War. Have the "families" explain the problems they've encountered, e.g., families split over views; lost family members/friends, wealth, family income, businesses, farmland; 500,000 deaths nationwide, 2/3 from disease; in Kentucky 10,000 died of battle wounds while 20,000 fell victims of disease or exposure; farm lands destroyed; women and children left at home to do all the work; businesses closed. Have students discuss the Hatfield/McCoy feuds as related to the Civil War.	Filmstrips: John Brown: Violence in America. Media Productions. (filmstrip/cassette) (M, H) Women in the Civil War. Multi-media Corp. (Filmstrip/cassette) (M, H) America's Early Years, Unit 6. Living in America Series. America's Story, Book 1, Chs. 19 and 20. America's Early Years, Unit 7: Living in America Series. Project PASS. "Pre-Civil War Decade," "The Civil War-Advantages/Policy of Each Side," "The Civil War Strategy," and "Civil War-Campaigns/Leaders," U.S. History Packets #26, #27, #28, and #29. Information Sheets, "Hatfield and McCoy Feuds," "Interesting Facts About the Civil War," and "Afro-Americans in the Civil War 1861-1863."

STRAND American History

LEARNING Civil War/Reconstruction

VOCABULARY: secession, Confederate, Union, Robert E. Lee, U. S. Grant, Abraham Lincoln

OBJECTIVE	TASK ANALYSIS
Describes the effects of the Civil War on families in the North and South. (continued)	
Describes major battles fought during the Civil War.	1. Lists major battles of the Civil War. 2. Discusses Civil War heroes (Union/Confederate). 3. Determines numbers of lives lost as result of the war.

ACTIVITIES	MATERIALS
Have students determine why the Civil War affected families of various sections of the U.S., e.g., Southerners lost more property and land than other areas because major battles were fought in Southern areas and because of General Sherman's policy of burning towns as troops left. Western sections were least affected because few battles occurred in Western U.S. and the area was sparsely populated.	Project PASS. "The Results of the Civil War" and "Civil War: Overview," U.S. History Packets #30 and #84.
Have students produce a time-line chart showing the major battles of the Civil War, e.g., Fort Sumter fired upon (April 12, 1861); first Battle of Bull Run; Chancellorsville; Shiloh, Tennessee; Vicksburg, Mississippi; Richmond, Virginia; Antietam, Maryland; Gettysburg, Pennsylvania; Atlanta, Georgia; Perryville, Kentucky.	
Have students determine how lives were lost and how many men died.	
Have students research information on Civil War heroes, e.g., Robert E. Lee, U. S. Grant, General Sherman, Stonewall Jackson.	
Have students determine how women participated in the war effort.	

STRAND American History

LEARNING Civil War/Reconstruction

VOCABULARY: secession, Confederate, Union, Robert E. Lee, U. S. Grant, Abraham Lincoln

OBJECTIVE	TASK ANALYSIS
Discusses the political, social, and economic results of the Civil War.	1. Describes the political results of the Civil War.
	2. Describes the social results of the Civil War.
	3. Describes the economic results of the war.
	4. Discusses foreign assistance to warring regions (North-South).

ACTIVITIES	MATERIALS
Have students discuss the political impact of the Civil War, e.g., increased power of federal government over states, Democratic Party was weakened, Republican Party gained strength, authority of the president was enlarged, settled the question as to whether a state could secede from the United States.	
Have students suggest ways in which the lifestyles of Americans changed as a result of the Civil War, e.g., plantation life diminished, Negroes were freed, could vote and be educated, new rich class in North, more immigration from Europe to North/South.	
Have students speculate on the economic impact of the end of the Civil War, e.g., slaves were now freed laborers (4 million), many with no source of income; South lost towns, cities, farms, docks, and roads; increase in sharecropping; increased industry.	
Have students determine whether England and France provided assistance (monitary/weapons/ships) to either the North or South in their war cause. Have students determine why or why not these countries would assist either side.	

STRAND American History

LEARNING Civil War/Reconstruction

VOCABULARY: reconstruction, Freedmen's Bureau, corruption, reforms, impeachment, amendments, radical, hostilities, terroristic groups, rebuilding, industrial revolution

OBJECTIVE	TASK ANALYSIS
Describes positive and negative aspects of the Reconstruction Era.	1. Gives a definition of the term reconstruction.
	2. Discusses positive and negative aspects of the Reconstruction Era.

COURSE Social Studies

ACTIVITIES

Have students use dictionaries and look up the term reconstruction as used in the context of this objective.

Have students divide into teams, assigned to research either the positive or negative results of the Reconstruction Era, e.g.,

Positive

a. Freedmen's Bureau distributed food, clothing, and medical aid and organized schools for blacks.
b. Ratification of the 14th and 15th Amendments.
c. State governments established school systems.
d. The railroad system of the South greatly expanded.
e. Important reforms were begun in state and local government in the South.

Negative

a. The action of the Radical Republicans in impeaching President Johnson injured the reputation of the office of the Chief Executive.
b. Southerners felt oppressed by the North which was imposing its will upon them.
c. Fear of Negroes as voters by some white Southerners.
d. Considerable amount of corruption in some states.
e. Racial hatred deepened.

MATERIALS

American History, Unit 7, Lessons 7 and 8. (H)

Project PASS. "Presidential Reconstruction," "Congressional Reconstruction," and "The South During Reconstruction," U.S. History Packets #31, #32, #33.

Old Hate, New Hope. American Adventures, 4 vols. New York: Scholastic Book Services, 1970.

Nation in Rebellion. Backgrounds: An American Reader Series. Middletown, CT: Xerox Educational Publications, Inc., n.d.

STRAND American History

LEARNING Civil War/Reconstruction

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Describes how the Civil War influenced the Industrial Revolution in the United States.	1. Discusses how the Civil War influenced the Industrial Revolution in the U.S. 2. Discusses factors which made the nation receptive to industrialization.

ACTIVITIES

Have students discuss the impact made by the Civil War on the Industrial Revolution, e.g.,

a. more goods mass produced
b. living standards higher
c. cities grew
d. communication/transportation improved
e. unionism increased

Have students determine why people were ready to accept industrialization, e.g., need for fast way to produce goods, needed goods quickly to start life anew.

MATERIALS

America's Early Years, Unit 9. Living in America Series. (M, H)

Hall, Leo. Civil War and Reconstruction (Workbook). Tigard, OR: C. C. Publications, Inc., 1985.

Adventures in American History, Chs. 16 and 17.

Tape:
A Sound History of America, Tapes 11 and 12.

STRAND American History

LEARNING Westward Expansion After the Civil War

VOCABULARY: westward, land grants, Bureau of Indian Affairs, cavalry, reservations, "iron horse," federal government, broken treaties, buffalo, land speculation, cattle, mining, barbed wire

OBJECTIVE	TASK ANALYSIS
Identifies why settlers moved farther West in the U.S.	1. Lists reasons why settlers moved farther into the West in the U.S.
	2. Describes the settlers' methods of moving westward.

ACTIVITIES

Have students discuss settlers', reasons for moving into the West.

a. the discovery of gold or silver (mining)
b. the expansion of the railroad (transportation)
c. the cattle boom (ranching)
d. the development of more efficient farm equipment (farming)
e. cheap land (real estate)
f. land speculation (profit)

Have students research information to determine how settlers were transported (e.g., wagons, train, horse back, foot) to sites in the West.

Have students determine what items pioneers took with them, e.g., bedding and tent supplies, cooking utensils, weapons, food, clothing, tools, luxuries, books, medicine.

Have student plan a trip by land from Kentucky to Oregon using modes of transportation available in the late 1800s. Have students determine what they would take with them.

Have students discuss obstacles the settlers encountered, e.g., bad weather, mountains, faulty equipment, disease, death, droughts, grasshopper plagues, starvation.

MATERIALS

The Story of the U.S.A., Book 3. (M, H)

American History, Unit 8, Lesson 1. (H)

Filmstrips:
Westward Movement. (M, H)
Famous Women of the West (filmstrip/cassette) Multi-media Productions. (M, H)

American History, Part 3, Unit 9, Lessons 5 and 6. (H)

America's Early Years, Unit 8. Living in America Series. (M, H)

Perl, Lila. Hunter's Stew and Hangtown Fry. Boston, MA: Houghton Mifflin Co., 1977. (M, H)

Fichter, George. How the Plains Indians Lived. New York: Franklin Watts, Inc., 1980. (T, M, H)

STRAND American History

LEARNING Westward Expansion After the Civil War

VOCABULARY: westward, land grants, Bureau of Indian Affairs, cavalry, reservations, "iron horse," federal government, broken treaties, buffalo, land speculation, cattle, mining, barbed wire

OBJECTIVE	TASK ANALYSIS
Describes the treatment of Indians during the westward expansion.	1. Discusses the effect of landselling on the lifestyle of Indians in the Plains and other western U.S. areas. 2. Discusses the defeat of the plains Indian tribes by the U.S. military.

ACTIVITIES

Have students create promotional campaigns similar to those used by the U.S. government, railroads, and trans-Atlantic steamship companies to woo Americans and foreigners to the Plains area (see example at the end of the section.)

Have students determine the kinds of housing constructed, e.g., sod, log, cabins. Have students draw a picture of a sod house.

Have students determine the kinds of fuels used, e.g., cattle droppings, wood, dried plants.

Have students describe removal by the U.S. government of Indian tribes from eastern states, e.g., Delaware, Tennessee, Georgia to western areas prior to Civil War.

Have students describe continual removal of Indian tribes during and after the Civil War to further western areas.

Have students determine why removal events occurred (fertile land in Georgia for cotton, gold/silver in other areas) and the part the U.S. government played in such events.

MATERIALS

A History of the United States, Book 3.

Our U.S.A.--Part Two. (M, H)

America's Story, Book 2, Ch. 1.

STRAND American History

LEARNING Westward Expansion After the Civil War

VOCABULARY: westward, land grants, Bureau of Indian Affairs, cavalry, reservations, "iron horse," federal government, broken treaties, buffalo, land speculation, cattle, mining, barbed wire

OBJECTIVE	TASK ANALYSIS
Describes the treatment of Indians during the westward expansion. (continued)	

ACTIVITIES MATERIALS

Have students research the effect of westward movement on Indians' lives as the result of the following: settlers moving (8 million after the Civil War) into Indians' hunting grounds and poaching on the reservations, lands; merchants preying on them; U.S. government not abiding by agreed treaties; slaughtering of buffalo which was the Indians' primary source of meat (also source of shelter, tools and utensils, weapons, recreational equipment, and clothing for some tribes); diseases, small pox, cholera; trains moving westward routed through Indian land.

Have students determine how different values systems/life styles, racial prejudices, desire for money/land impacted on conflicts between Indian tribes, settlers, and the U.S. government.

Have students discuss why conflicts could not be settled without warfare.

Have students research cause(s) and effect(s) of historic battles occurring between U.S. Army and Indian tribes, e.g., Battle of Little Big Horn.

Have students research the lives of great Indian chiefs of the late 1800s. Have students read information written by American Indians concerning conflict, e.g., Brown's Bury My Heart at Wounded Knee.

STRAND American History

LEARNING Westward Expansion After the Civil War

VOCABULARY: westward, land grants, Bureau of Indian Affairs, cavalry, reservations, "iron horse," federal government, broken treaties, buffalo, land speculation, cattle, mining, barbed wire

OBJECTIVE	TASK ANALYSIS
Describes the treatment of Indians during the westward expansion. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students research the effect of the "Trail of Tears" (Cherokee), "Long Walk" (Navajo), the 1868 government treaty with the Navajos, the 1887 Dawes General Allotment Act, 1924 Indian Citizenship Act, 1934 Wheeler-Howard Indian Reorganization Act, and the Federal Termination Act of 1953 had on the Indian nation or individual tribes.	
Have students compare the lifestyle of various Indian tribes such as the Navajos or Hopis, of the late 1800s with those of today. Have students make a chart. (See end of this section for starter information.)	
Have students study the picture (facsimile) of the marble sculpture, "The End of the Trail," and determine the message/emotions conveyed by the title and art work of James Earle Fraser. (See picture at the end of this section.)	Information Sheet, "The End of the Trail." (Facsimile)
Have students develop a story concerning their interpretation of the sculpture.	

STRAND American History

LEARNING Westward Expansion After the Civil War

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Compares/contrasts the lifestyles of settlers in 1870 with lifestyles of 1900s.	1. Compares reasons for settlers moving westward in 1870 vs. 1900. 2. Contrasts the life styles of settlers in 1870 vs. 1900. 3. Determines conflicts arising from lifestyles.

ACTIVITIES

Have students research the literature on lifestyles of settlers in the 1900s.

Have students compare the following concerning the two time periods (1870 vs. 1900):

a. reasons for settlement: religious freedom, land, gold and silver, jobs
b. hardships faced--Indian attacks, building of homes, food supply

Have students compare/contrast the lifestyles of settlers in 1870 vs. 1900, e.g.,

a. jobs
   1. fur traders-hunters
   2. cattlemen-sheep herders
   3. miners and farmers
b. homes
   1. log cabins
   2. sod homes
c. crops
   1. corn
   2. wheat
d. use of new inventions
   1. barbed wire
   2. windmill
   3. steel plow
   4. planting drill
   5. mechanical harvesters

Have students compare/contrast lifestyles of Indians vs. settlers in 1870.

MATERIALS

Films:
Settling of the Great Plains. 061950. (E, M)
Settlers of the Old Northwest Territory. 036760. (E, M)

America's Story, Book 2, Chs. 2, 3, 4.

Model:
A Western Frontier Town. Edmund V. Gillon, Jr., Dover Publications, Inc., 1979. (E, M, H)

Project PASS. "Conquest of the West," U.S. History Packet #36.

MacPherson, Malcolm. The Blood of His Servants. Norman, OK: Time Books, 1984.

Rawls, James. Indians of California. New York: University of Oklahoma, 1984.

Larned, Phyllis. Statehood, the West and Civil War (Founder, Pioneer, Yankee, Rebel.) Castro Valley, CA: Quercus Corporation, 1982. (M, H)

STRAND American History

LEARNING Westward Expansion After the Civil War

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Compares/contrasts the lifestyles of settlers in 1870 with lifestyles of 1900s. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students determine why conflicts arose between farmers and cattlemen; between cattlemen and sheep raisers. Have students discuss conflicts which arose over the use of barbed wire in farming areas.	

STRAND American History

LEARNING Growth of Cities

VOCABULARY: immigrants, foreign, migrated, factories, child labor law, unions, ghetto, migration, religion, political, freedom, food shortages, child labor

OBJECTIVE	TASK ANALYSIS
Identifies why immigrants from other countries migrated to the U.S.	1. Defines the term immigrant. 2. Discusses why immigrants from other countries migrated to the U.S. 3. Discusses positive and negative impacts of immigration on the U.S. during the 1800s.

COURSE Social Studies

ACTIVITIES

Uses a map to locate countries from which immigrants migrated from 1800-1890 and from 1890-1900, e.g., 1800s: Northern and Western Europe (Great Britain, Germany, Scandinavia) and 1890s southern and eastern Europe (Italy, Austria, Hungary, Russia, the Balkans).

Have students research materials to determine why immigrants came to America, e.g., to escape religious persecution, new jobs, political freedom, earn more money, food shortages in Europe, better life.

Have students determine areas of the U.S. in which immigrants settled and why. Have students discuss problems of housing, sanitation, and employment which arose in specific cities, e.g., New York, Chicago, Philadelphia. Have students determine the kinds of assistance programs available to help immigrants.

Have students discuss legislation which was written to limit/control immigration or exclude certain groups, e.g., Chinese. Have students determine reasons for legislative moves.

Have students determine kinds of jobs held by immigrants. Have students discuss labor relations problems which arose during the 1890s period related to immigration.

MATERIALS

American History, Part 3, Unit 9, Lesson 10. (H)

America's Early Years, Unit 10, Living in America Series.

Twentieth Century America, Unit 1, Living in America Series.

Filmstrip:
Building a Nation: The Story of Immigration. Sound filmstrip with cassette. National Geographic, 1983.

Project PASS. "The Development of Industrial America" and "Problems of Industrial America," U.S History Packets #34, #35.

Kraut, A. M. *Huddled Masses: The Immigrant in American Society 1880-1921*. Arlington Heights, IL: Harlan Davidson Press, 1982.

Adventures in American History, Ch. 18. (H)

Perrin, Linda. *Coming to America: Immigrants from the Far East*. New York: Laurel Leaf, 1980.

Rips, G. N. *Coming to America: Immigrants from Southern Europe*. New York: Laurel Leaf, 1981.

Robbins, A. *Comming to America: Immigrants from Northern Europe (1884-85)*. New York: Laurel Leaf, 1981.

STRAND American History

LEARNING Growth of Cities

VOCABULARY: immigrants, foreign, migrated, factories, child labor law, unions, ghetto, migration, religion, political, freedom, food shortages, child labor

OBJECTIVE	TASK ANALYSIS
Identifies why immigrants from other countries migrated to the U.S. (continued)	
Describes working conditions in factories before establishment of unions.	1. Discusses working conditions in factories before the establishment of unions.
	2. Determines why there were no unions in America before 1800.
	3. Discusses the rise of unions in America.

ACTIVITIES	MATERIALS
Have students determine the political, economic, and social changes caused by immigrants to the U.S. during the 1800s.	Simulation: Liberty and Ellis Island. Simulation games, slides, teacher's guide, evaluation, and follow-up activities with script. The First Experience, Inc. 300 Cold Spring Road Suite 116 Rocky Hill, CT
Have students discuss Ellis Island and the Statue of Liberty as they relate to immigrants coming to America. Have students discuss current Statue of Liberty restoration projects.	
Have students write/tape information describing work in a factory prior to the formation of unions, e.g., worked 12-16 hours in dirty, dangerous factories; workers were underpaid; factories were dark; very young children were forced to work; workers couldn't complain, or they would lose their jobs.	
Have students research reasons why there were no unions, e.g., no national law permitting the creation of union, factories based on the English system of work, no leadership to start unions.	Perlman, Mark. "Labor Movement." The World Book Encyclopedia. Tapes: A Sound History of America. Tapes 13 and 14.
Have students discuss the similarities between the early English Craft Guilds and the later labor unions in America.	
Have students discuss the relationship between the formation of labor unions with the rise of the Industrial Revolution in America.	

STRAND American History

LEARNING Growth of Cities

VOCABULARY: immigrants, foreign, migrated, factories, child labor law, unions, ghetto, migration, religion, political, freedom, food shortages, child labor

OBJECTIVE	TASK ANALYSIS
Describes working conditions in factories before establishment of unions. (continued)	

ACTIVITIES	MATERIALS

Have students give an overview of how unions developed in America and then determine why unionism and labor disputes have caused Louisville leaders problems in recruiting new businesses to the Louisville area.

Have students discuss the following:

a. "Open Shop"--a person works for a company where union affiliation is not required or where there are no unions, e.g., Xerox Corporation or Stry-Lenkoff Co.
b. "Closed Shop"--a person works for a company where union affiliation is a requirement, e.g., G. E. has many unions and workers must join one.
c. Kentucky's Right to Work Law--employers have labor unions because they opt to do so (an exception to this is the trucking industry).

Have students debate advantages/disadvantages of the "open" or "closed" shop policies.

Invite speakers to the classroom to discuss union and non-union employment.

STRAND American History

LEARNING Growth of Cities

VOCABULARY: trades, safety, factory, benefits, insurance, workers' compensation, pension

OBJECTIVE	TASK ANALYSIS
Compares and contrasts employment of women and children in the 1890s vs. the 1980s.	1. Compares the status of the employment of women in the 1890s and the 1980s. 2. Contrasts the employment in the past of children to today's practice.

COURSE Social Studies

ACTIVITIES

Have students search materials for information pertaining to the employment of women and children in the 1890s and the 1980s. Have students develop a chart to delineate differences, e.g., women left the home and went to work, women were paid less than men, women worked long hours with no benefits, unemployment insurance and retirement pensions were not available to women.

Have students make a chart comparing/contrasting the hiring of children to work. Let the chart show present and past information.

Past

a. Children worked in factories at an early age, e.g., age five, six, ten.
b. Children worked long hours in dangerous situations for little pay.
c. No regulations existed concerning the hiring of minors.
d. Children often missed school.
e. Children frequently met their death while working in factories.

Present

f. The employment of children is regulated.
g. Better working conditions for youth.
h. Better salaries.
i. Existence of government supported work for youth JTPA (Job Training Partnership Act.)

MATERIALS

Shapiro, Alan. People, Book 5. America, Land of Change Series. Chicago, IL: Science Research Associates, Inc., 1970.

America's Story, Book 2, Ch. 5.

Photographs:
Child Labor. Documentary Photo Aids, n.d. 15 photo aids with captions. (E, M, H)

STRAND American History

LEARNING Growth of Cities

VOCABULARY: trades, safety, factory, benefits, insurance, workers' compensation, pension

OBJECTIVE	TASK ANALYSIS
Compares and contrasts employment of women and children in the 1890s vs. the 1980s. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students write a story, as if they were employed at age ten in a factory or mine, describing how their lives would have been. Have them locate materials on child labor practices to gather background information. (See information at the end on child labor.)	Information Sheet, "Child Labor."

STRAND American History

LEARNING Agricultural Revolution

VOCABULARY: productivity, farmers, industrialization, farm bureau, "New Deal," agribusiness, loan, credit, price war, subsidies, agriculture, assistance, federal government, legislation, revolution

OBJECTIVE	TASK ANALYSIS
States reasons for growth of American farms (1865-1945).	1. Lists reasons for growth of American farms.
	2. Determines how new inventions and scientific advances increased farming productivity.

COURSE Social Studies

ACTIVITIES

Have students determine reasons why farms grew, e.g., settlers moving westward were basically farmers, little industrialization existed in areas settled, land settled for the most part was good for growing crops, land acquired was in large acreages suitable for farming and cattle raising.

Have students develop charts with pictures and descriptions of inventions which gave rise to the increase of farming, e.g., inventions of new farm equipment: reaper, harvester, combine, tractor; advances in science: plowing properly, irrigation, fertilizers, plant and animal breeding; organization of the department of agriculture.

Have students research the lives of inventors.

Have students compare inventions of the 1920s with those that are comparable to the 1980s, e.g., airplane and jet, trolley car and TARC buses.

MATERIALS

The American People, Ch. 11.

American History, Part 3, Unit 11, Lesson 2.

Larned, Phyllis. Industrial Giant: Richman, Poorman, Cattleman, Woman. Castro Valley, CA: Quercus Corporation, 1982. (M, H) (Worktext)

STRAND American History

LEARNING Agricultural Revolution

VOCABULARY: productivity, farmers, industrialization, farm bureau, "New Deal," agribusiness, loan, credit, price war, subsidies, agriculture, assistance, federal government, legislation, revolution

OBJECTIVE	TASK ANALYSIS
Describes problems of U.S. farmers which led to unrest in the 1930s-1940s.	1. Lists problems of U.S. farmers which led to their unrest in the 1930s and 1940s.
	2. Describes farm protest movements in the 1930s/1940s.
Compares present and past governmental measures to assist farmers.	1. Lists past governmental measures to assist farmers.
	2. Lists present governmental measures to assist farmers.

ACTIVITIES	MATERIALS
Have students determine problems which farmers had during the 1930s to 1940s, e.g., low prices for crops; high prices for production, fertilizer, seeds; high rates of railroads; high prices for manufactured goods; loans and credit from banks not available.	American History, Unit 11, Lesson 4.
Have students describe how farmers made their plight known to the nation.	
Have students determine how the following past, governmental measures assisted farmers during the early and late 1800s. a. Agricultural Adjustment Acts (persuaded farmers to plant fewer crops, offered subsidies, provided price supports) b. Department of Agriculture created in 1862 c. formation of the Populace Party d. The New Deal.	
Have students determine how the following assisted farmers during the 1940s through 1970s span of time. a. Department of Agriculture (subsidies, price supports) federal and state level b. Agricultural Extension Services	

STRAND American History

LEARNING Agricultural Revolution

VOCABULARY: productivity, farmers, industrialization, farm bureau, "New Deal," agribusiness, loan, credit, price war, subsidies, agriculture, assistance, federal government, legislation, revolution

OBJECTIVE	TASK ANALYSIS
Compares present and past governmental measures to assist farmers. (continued)	

ACTIVITIES	MATERIALS
Have students determine reasons farmers during the 1980s have been experiencing difficulties, e.g., federal government regulations, foreign competition, national economy, farming practices, weather and other pestilences. Have speakers from the local agricultural extension services and farmers' organizations visit the classroom to discuss the plight of farmers. Contact farmers through the above agencies to speak to students on problems experienced by agribusinesses, e.g., dairymen, cattle raisers, grain and crop growers.	

STRAND American History

LEARNING World War I

VOCABULARY: Russia, France, Germany, Great Britain, Turkey, Austria-Hungary, Poland, Czechoslovakia, submarines, poison gas, League of Nations, armistice, central powers, allies, isolationism

OBJECTIVE	TASK ANALYSIS
Identifies warring countries and their reasons for involvement.	1. Lists the warring countries.
	2. Describes factors which led to conflicts.
	3. Describes major battles.

ACTIVITIES	MATERIALS
Have students use world maps to locate sites of countries (and of former ones) which were involved in World War I. Consider the following as examples: Allies Great Britain, France, Russia, and Italy; the United States joined the war effort later. Central Powers Germany, Austria-Hungary, Turkey Have students discuss factors which arose causing various countries to war with each other, e.g., imperialism, national interest, land, power, lack of communication.	Twentieth Century America, Unit 21, Living in America Series. (M, H) Film: World War I--Fighting on Two Fronts, 1914-1918. Coronet, 1983. 18 min. (M, H) Project PASS. "The General Causes of World War I," U.S. History Packet #44. America's Story, Book 2, Ch. 10. Power, Book 6. America, Land of Change Series. Project PASS. "The U.S. Moves into World War I," U.S. History Packet #45.
Have students discuss the effect of the following: a) Germany's violating the neutrality of Belgium, b) the sinking of the British passenger ship Lusitania, c) secret note from Alfred Zimmermann, Germany's foreign secretary, to Mexico proposing alliance between the two countries, d) the sinking of the passenger ship Sussex.	
Have students use world maps to indicate where major battles were fought. Have students determine settlements made during peace negotiations.	Project PASS. "U.S. Goals in World War I: The Fourteen Points," "Major American Battles of World War I," "World War I: Supporting the War Effort," "Wilson and the Peace Treaties after World War I," and "World War I: Overview," U.S. History Packets #46, #47, #48, #49, #95.

STRAND American History

LEARNING World War I

VOCABULARY: Russia, France, Germany, Great Britain, Turkey, Austria-Hungary, Poland, Czechoslovakia, submarines, poison gas, League of Nations, armistice, central powers, allies, isolationism

OBJECTIVE	TASK ANALYSIS
Identifies warring countries and their reasons for involvement. (continued)	4. Determines settlements of the peace treaty.
	5. Describes the purpose of the League of Nations.
Describes the U.S. involvement in World War I.	1. Discusses the United States' non-involvement in the War.
	2. Describes events leading to the U.S. declaration of war on the central powers (e.g., Germany).

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students make maps showing land areas of countries before and after the war, e.g., Austria-Hungary. Have students determine the causes for change.	
Have students discuss the purpose of the League of Nations and why it was not effective at first.	
Have students determine U.S.'s initial reaction to the outbreak of World War I, e.g., did not want to be involved--adopted an isolationist attitude, lent Great Britain, France, and Italy large sums of money (2 billion dollars by 1917), provided naval support and set up a convoy system, helped supply food, U.S. factories made war equipment, U.S. soldiers were active in only a few battles but suffered heavy losses--over 126,000 soldiers died, 60,000 to disease, over 230,000 were wounded.	
Have students trace steps which led U.S. President/Congress to declare war.	
Have students determine how money was raised to finance the war (e.g., bonds, raising income tax, levying excise taxes on railroad tickets, alcoholic beverages, tobacco).	
Have students write stories depicting how Americans observed meatless and wheatless days to conserve food for the war cause.	

STRAND American History

LEARNING World War I

VOCABULARY: Russia, France, Germany, Great Britain, Turkey, Austria-Hungary, Poland, Czechoslovakia, submarines, poison gas, League of Nations, armistice, central powers, allies, isolationism

OBJECTIVE	TASK ANALYSIS
Describes the outcomes of World War I.	1. Describes the terms of the negotiated agreement which ended World War I.
	2. Explains the issues in resolving World War I which later gave rise to World War II.
Analyzes wars with American involvement to determine common issues.	1. Lists major wars in which America was involved prior to World War I.
	2. Determines issues causing America's involvement.

ACTIVITIES	MATERIALS
Have students list wars (to World War I) in which America has been involved, noting issues which determined America's involvement. Have students compare similar issues, e.g., a. Freedom: 1. Of individual rights 2. Of the seas b. The right of self rule c. Protecting land owned d. Acquiring additional land	

STRAND American History

LEARNING Roaring 20s/Great Depression

VOCABULARY: inventions, automobile, "horseless carriage," installment loan, towns, suburbs, roads, assembly line, "the Depression," bootlegging

OBJECTIVE	TASK ANALYSIS
Identifies major inventions which changed America's way of life during the 1920s.	1. Lists major inventions of the 1920s. 2. Determines how certain inventions changed the lives of Americans.
Discusses the effect of the automobile on America during the 1920s.	1. Discovers the history of the horseless carriage.

COURSE Social Studies

ACTIVITIES

Have students research information on the following inventions:

a. automobile
b. electric light bulb
c. refrigerator
d. central heating
e. telephone
f. airplane
g. phonograph
h. dictating machine
i. motion picture machine
j. trolley car
k. oil burner
l. automatic air brake
m. canned goods
n. traffic lights

Have students develop a chart to show how specific tasks were completed prior to these inventions.

Have students compare inventions of the 1920s with those comparable to the 1980s, e.g., airline and jet, trolley car and TARC.

Have students think of a useful or recreational item they would like to invent and draw a simple sketch of it and explain the item to the class.

Have students write a story about Henry Ford and his invention of the Quadricycle (1896) and the later Model T Ford.

Have students research materials on the horseless carriage.

MATERIALS

American History, Part 3, Unit 10, Lesson 10.

Twentieth Century America, Unit 3. Living in America Series. (M, H)

Filmstrip:
Inventions That Made America--The Mass Production Industry. Multimedia Productions. 2 filmstrips with cassettes (M, H)

Project PASS. "The Roaring Twenties" and "1920's Overview," U.S. History Packets #50 and #96.

Hall, Leo. Industrial Revolution. Tigard, OR: C. C. Publications, Inc., 1985.

America's Story, Book 2, Ch. 11.

Project PASS. "Intolerance in the 1920s," "The Role of Women in the 1920s," "Life During the Depression," and "The Labor Movement (1860s-1930s)," U.S. History Packets #51, #52, #57, and #58.

STRAND American History

LEARNING Roaring 20s/Great Depression

VOCABULARY: inventions, automobile, "horseless carriage," installment loan, towns, suburbs, roads, assembly line, "the Depression," bootlegging

OBJECTIVE	TASK ANALYSIS
Discusses the effect of the automobile on America during the 1920s. (continued)	2. Describes the effect(s) of the automobile on America during the 1920s.
	3. Discusses the impact of the movies, radio, and the automobile on teenage Americans (1920s).

ACTIVITIES	MATERIALS
Have students determine the economy of the country and who could or could not purchase an automobile.	

Have students determine the economy of the country and who could or could not purchase an automobile.

Have students describe how the lives of people were changed as the result of the automobile, e.g., many people bought cars on the installment plan, car owners could live farther away from their jobs, people could get around and see other people more easily, suburbs and small towns around cities began to grow rapidly, new roads were built, assembly lines were set up, gas stations and garages were built, food stands were opened along the highways, highway signs were erected, traffic stoplights were invented.

Have students discuss why the assembly line production of Model T Fords made the cars readily available. Discuss the availability of colors and other options on the Model T.

Have students determine how the movies, automobiles, and radio caused teenagers to change, e.g., automobiles made it possible for teens to travel in groups and go joy riding, radio music popularized jazz and other new forms of music.

Have students compare teen life of the early 1920s with that of the 1910s.

STRAND American History

LEARNING Roaring 20s/Great Depression

VOCABULARY: inventions, automobile, "horseless carriage," installment loan, towns, suburbs, roads, assembly line, "the Depression," bootlegging

OBJECTIVE	TASK ANALYSIS
Discusses selected topics/events of the 1920's.	1. Discusses major American transportation advancements. 2. Describes post World War I economic/social climate in America.

ACTIVITIES

Have students determine when (e.g., the 20s? the 30s? the 40s? the 50s? the 60s?) "teenagers" became recognized as a major population group with identifiable styles of dress, speech, recreation, and so forth.

Have students discuss transportation changes, e.g., Tin Lizzie, "Spirit of St. Louis," state road system, passenger trains.

Have students discuss the following in terms of the social/economic climate in America.

a. assembly line
b. talkies
c. speakeasies
d. Harlem Renaissance
e. jazz/blues
f. Red scare
g. presidents of the 20s
h. 18th and 19th amendments
i. activities of the KKK
j. scandals of the 20s
k. role of women
l. labor movements

MATERIALS

Project PASS. "Foreign Policy in the 1920s," "The Golden Twenties: The Economy of the 1920s," "Hoover and the Great Depression," "FDR and the New Deal," and "The Great Depression: Overview," U.S. History Packets #53-#56, #97.

Games:
The Great Crash Stock Market Game. Historical Games. (M, H)

Yater, George. Flappers, Prohibition and All That Jazz. Louisville Remembers the Twenties. Louisville, KY: Gateway Press, 1984.

STRAND American History

LEARNING Roaring 20s/Great Depression

VOCABULARY: inventions, automobile, "horseless carriage," installment loan, towns, suburbs, roads, assembly line, "the Depression," bootlegging

OBJECTIVE	TASK ANALYSIS
Describes events which led to the Great Depression.	1. Lists events which led to the Great Depression.
	2. Describes the impact of the Depression.

ACTIVITIES	MATERIALS

Have students select a topic from the following list to make a class report:

a. Factories produced more goods than were needed; these were advertised in newspapers/ magazines; middle and upper class persons purchased these items on credit.
b. Speculation in the stock market.
c. Prices for farm products were very low.
d. Easy credit in early 1920s, but difficult to get credit in late 1920s.
e. Industrial production had grown faster than the market for products.
f. American protective tariffs decreased foreign trade.
g. Thousands of banks had to close because of unsound practices.
h. Sale of phony stock.
i. Wall Street crash.
j. Decline in world trade.

Have students determine how life could change so drastically for people during the 1920s to 1929 time span.

Have students determine how the Depression affected people of various economic/social levels.

Have students write a story as if they were living during the Depression and tell what their lives are like.

STRAND American History

LEARNING Roaring 20s/Great Depression

VOCABULARY: inventions, automobile, "horseless carriage," installment loan, towns, suburbs, roads, assembly line, "the Depression," bootlegging

OBJECTIVE	TASK ANALYSIS
Describes events which led to the Great Depression. (continued)	

ACTIVITIES	MATERIALS
Have students determine governmental measures made to help the nation recover from the Depression during Hoover's presidency.	
Have students write a script for President F. D. Roosevelt to describe through a fireside chat (radio program) additional measures to be initiated to further assist the recovery under the New Deal, e.g., Civilian Conservation Corps (CCC), Works Progress Administration (WPA), Social Security Act, Unemployment Insurance, Minimum Wage.	
Have students describe how these programs were to help the citizenry.	
Have students discuss the meaning of the following statement, "The worldwide depression ended when World War II began in 1939-40."	

STRAND American History

LEARNING America in the Future

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Relates projected American problems to problems faced during selected periods of U.S. history.	1. Discusses projected American problems faced during selected periods of U.S. history.
	2. Discusses how American problems impact on the world.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students work in groups to pick problems Americans have experienced in the past which are similiar, e.g., spread of communism (Korean and Vietnam War), economy (Great Depression and other recessions), nuclear destruction (World War II), discrimination (slavery and women's suffrage, execution of Jews), world pollution (1980s), famine (India, Ethiopia), illegal aliens/ unrestricted immigration.	
Have students discuss how problems in the U.S. affect the world, e.g., inflation, low food production, pollution, airline or other business strikes, oil spills, cancellation of U.S. flights to foreign nations because of security reasons, illegal aliens.	

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Describes issues which led to World War II.	1. Locates World War II countries on world maps.
	2. Lists issues which led to World War II.

ACTIVITIES

Have students locate countries which were involved in World War II, using maps of the world as it existed in 1939. As a later activity, have students compare those same countries' boundaries with the post-World War II boundaries.

Have students research information on the origins of World War II; consider the following:

- Germany's and Italy's eagerness to expand territorially after World War I.
- Adolf Hitler's desire to revive Germany's strength and avenge her for the shame caused by treaty which settled World War I.
- Italy's dissatisfaction with the World War I peace settlement which did not grant her territories she wanted.
- Japan's lack of many natural resources such as oil, coal, and iron.
- Japanese secretly fortified important harbors on islands in the Pacific.
- Japan invaded China taking Manchuria.
- Italy invaded Ethiopia.
- Germany conquered Czechoslovakia.
- Germany invaded Poland and attacked other European countries.
- The German and Italian governments formed an alliance.
- German and Italy interfered actively in the Spanish civil war.
- Japan attacked Pearl Harbor.

MATERIALS

Project PASS, "Fascism," American Government Packet #14.

Project PASS, "Foreign Policy in the 1930s," "The Rise of Dictators," "The European Background of World War II," "The Asian Background of World War II," and "The U.S. Enters World War II," U.S. History Packets #60-64.

Power, Book 6. America, Land of Change Series.

Twentieth Century America, Units 5-6, Living in America Series. (M, H)

American History, Part 4, Unit 12, Lesson 8. (M, H)

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Describes issues which led to World War II. (continued)	3. Describes the World War II battles.
	4. Discusses the impact of World War II on the world.

ACTIVITIES	MATERIALS
Have students research information to tell about the major battles involved in World War II. Ask students to determine the different kinds of armaments used during World War I and World War II.	
Have students determine, after looking at maps, which show sites of World War II battles, why the war was truly a "world war."	
Have students determine why Axis and Allies countries tried to get a stronghold in various countries which accounted for criss-crossing of armies across various sites in Europe.	
Have students discuss how various countries, excluding the U.S., supplied food, medicine, artillery, vessels (land and sea) for the war cause.	
Have students determine what the outcomes of World War II actually were, listing positive (no longer dictators in Germany and Italy) and negative (communism took over mainland China).	
Have students determine how many men, women, and children died during the war effort, e.g., Poland, 327,000; China, 3,086,442; France, 640,813; India, 107,078.	

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Describes issues which led to World War II. (continued)	
Discusses treatment of Jews in Germany prior to and during World War II.	1. Describes the treatment of Jews in Germany prior to and during World War II.

ACTIVITIES

Have students discuss the role of women during the war effort in various countries, excluding the U.S.

Have students discuss the roles of spies, saboteurs, and resistance workers for selected countries, excluding the U.S.

Have students discuss the impact of the war on Germany, Russia, China, Japan, e.g., Russia as result of the war became larger than Germany; China became communistic.

Have students determine the reason why Jewish persons were singled out as the scapegoat for problems in Germany. Have students discuss the treatment of Jews during the World War II span; consider the following:

a. Jews accused for problems of the state.
b. Nazi police arrested Jews and sent them to concentration camps.
c. Six million men, women, and children were killed.
d. Nazis used firing squads, beatings, and poison gas chambers to kill the Jews.
e. Some died from slow starvation or torture.

Have students determine why it is important to discuss the treatment of European Jews during World War II.

Have students determine if such a tragedy could occur again.

MATERIALS

America's Story, Book 2, Chs. 12 and 13.

American History, Part 4, Unit 13, Lesson 2, pp. 648-653. (M, H)

Films:
World War II--Background and Causes. (04126) Coronet, 1963. 16 min. B/W.
Total War. (02935) LCOA, 1969. 26 min. B/W. (M, H)
The Second World War--The Allied Victory. (06049) EBE, 1963. 28 min. B/W. (M, H)
The Week That Shook the World. (03238) McGraw, 1980. 26 min. B/W. (M, H)

Filmstrip:
Hiroshima Decision: Was the Use of the A-Bomb Necessary? Zenger, n.d. Color filmstrip with cassette, 10 photo aids. (M, H)

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Discusses treatment of Jews in Germany prior to and during World War II. (continued)	
	2. Discusses the impact of Adolf Hitler.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students determine why no massive worldwide movements were made to assist the Jews in concentration camps.	
Have students discuss the correlation between the U.S. rounding up Japanese Americans to send to relocation camps with European Jews being sent to concentration camps. Have students determine reasons for both occurrences.	
Have students discuss Hitler's leadership.	
Have students discuss how Hitler brought pride to Germany initially when he started out.	
Have students determine why the Germans were unaware of what kind of leadership Adolf Hitler was proposing for their country.	
Have students determine why the German people did not rise up in arms against the dictatorship of Hitler in eliminating "certain" groups of people.	
Have students determine what other groups of people were prosecuted during Hitler's regime, e.g., handicapped, mentally ill, gypsies, physically disabled, enemies "of the state," homosexuals.	

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Discusses treatment of Jews in Germany prior to and during World War II. (continued)	
Describes the relationship of the atomic bomb to present-day nuclear war concerns.	1. Describes why the atomic bomb was developed.
	2. Describes the circumstances in which the atomic bomb was dropped.
	3. Discusses the relationship of the atomic bomb to present-day nuclear war concerns.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss reasons why Jews of the U.S. in 1985 protested President Reagan's May 6th visit to Bonn, West Germany, to participate in the wreath laying ceremony at the graves of World War II German military persons at Bitburg where 49 Nazi SS troops are buried.	Tape: A Sound History of America, Tape 18. Adventures in American History, Ch. 24. Information Sheet, "Holocaust Statistics."
Have students write a script as a news reporter giving an account of the dropping of the A-Bomb on Hiroshima and Nagasaki.	
Have students state reasons for this action, why these two cities were selected, and the initial activities to warn residents of the scheduled bombings. Have students discuss the outcome of the bombings.	
Have students discuss present day nuclear fears based upon the knowledge of the effects of dropping atomic bombs during World War II.	
Have students discuss worldwide movements/protests against having nuclear storage sites and requesting nuclear arms control. Have them discuss the pros and cons of agreements for arms control. Have them discuss how third world countries armed with nuclear power are a concern to political leaders worldwide.	

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Discusses U.S. involvement in World War II.	1. Gives reasons for U.S. involvement in World War II.
	2. Discusses at home measures to aid the World War II effort.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students read materials which will assist them to give general information on U.S. involvement in World War II, e.g., U.S./Japan conflicts as a result of U.S. sympathy with China after Japan/China war in 1938; attack on Pearl Harbor by Japan; U.S./Germany problems.	Ropp, Theodore. "World War II." World Book Encyclopedia. The Child's World. Elgin IL: P.O. Box 989.
Have students discuss governmental measures which were enacted to assist the U.S. war effort. • taxation on luxury items (jewelry/cosmetics) • rationing (sugar, butter, fats, oils, gasoline, meat, preserves) • price control • suspected aliens arrested • civil defense activities (certain coastal areas practiced blackouts and dimming lights) • entertaining soldiers at bases, community centers, or in private homes • selling of U.S. savings bonds and stamps	Information Sheet, "Relocation of Japanese Americans." Information Sheet, "Instructions to All Persons of Japanese Ancestry."

STRAND American History

LEARNING World War II

VOCABULARY: ration, bonds, civil defense, Hitler, Mussolini, dictator, Allies, Axis, extermination, nuclear, atom bomb, invasion, treaty, peace, Nazi, scapegoat

OBJECTIVE	TASK ANALYSIS
Discusses U.S. involvement in World War II. (continued)	3. Describes the role of women during World War II.
	4. Discusses the effects of World War II on U.S.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss how the role of women in employment changed as the result of World War II, e.g., two million women worked in war industries performing eight out of ten jobs traditionally done by men; some women worked as farmers, and some others worked in U.S.O.'s (United Service Organization); some women joined the armed forces and many worked for the Red Cross.	
Have students determine the positive and negative effects of World War II on the U.S., e.g., (positive) the U.S.'s role as a world power strengthened; (negative) 1,215,954 lives were lost and 139,709 were POW's or MIA's.	
Have students discuss how the U.S. helped to rebuild Europe after the War.	
Have students discuss the birth of the United Nations. Have students determine the purpose of this organization. Have students describe the effectiveness of this organization today.	
Have students determine World War II situations which led to the Korean, Vietnam, and Cold War disputes.	

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Locates North and South Korea on world maps.	1. Uses world maps to locate countries.
	2. Locates the 38th parallel.
	3. Discusses the division of Korea.
Describes why the U.S. became involved in the Korean conflict.	1. Discusses U.S. involvement in the Korean conflict.
	2. Determines the effects of the fear of communism spreading.

ACTIVITIES

Have students locate North and South Korea on world maps. Have students determine their proximity to Japan.

Have students determine why at the end of World War II (after Japan's defeat) East Asia remained a region of great tension.

Have students determine why Korea was divided into sections, North and South.

Have students discuss the following topics:

- Preventing the spread of communism
- The Communist invasion of South Korea
- U.S. involvement with North Korea

Have students determine why President Truman decided to send United States troops to South Korea to aid the country.

Have students discuss how the fear of Americans concerning the spread of communism gave rise to witch hunts for Americans who were thought to be pro-communist, e.g., Senator Joseph McCarthy's activities.

Have students discuss McCarthy's charges in the Senate.

MATERIALS

The Story of the U.S.A., Book 3, Ch. 13. (M)

Photo Aids:
War in Vietnam. Documentary Photo Aids, n.d. 10 photo aids (M, H)

Thypin, Marilyn, and Glasner, Lynne. The United States and the World, Book 4. A History of the United States Series. New York: Entry Publishing Co., Inc., 1982.

Project PASS. "China and Korea After World War II," "The Background of the Vietnam War," and "The U.S. and the Vietnam War," U.S. History Packets #76, #78, #79.

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Describes why the U.S. became involved in the Korean conflict. (continued)	3. Describes the outcome of the Korean conflict.

COURSE Social Studies

ACTIVITIES

Have students discuss how McCarthy's "smear tactics" hurt the reputations/careers of many innocent people, e.g., movie stars, public figures.

Have students discuss how they would have felt if someone had spread false information about them. Have them determine how reputations can be ruined by false information.

Have students discuss how the Korean Conflict was a war but not officially declared a war.

Have students to discuss the disagreements and resolutions between President Truman and General MacArthur during the Korean conflict; have students debate the actions of both President Truman and General MacArthur.

Have students discuss the loss of lives and numbers wounded (US troops--103,000 wounded, 54,000 killed; South Korean troops-- 176,000 wounded, 58,000 killed--North Korean troops 522,000 killed/wounded, Chinese troops killed/wounded 945,000; other United Nations--3,194 killed, 11,297 wounded.

Have students discuss the prisoner exchange program. Have students discuss the part the United Nations (UN) played in this conflict.

Have students discuss why after the conflict much of Korea lay in ruins.

MATERIALS

Films:

Focus on South Korea--15 Years After the Armistice. (03754) SND, 1968. 15 min. B/W. (M, H)

Crisis in Korea. (01109) Castle, 1950. 11 min. B/W. (M, H)

Truman and the Korean War. (02950) Learning Corp. of America, 1969. 18 min. B/W. (M, H)

Project PASS. "Capitalism, Socialism, Communism" and "Communism," American Government Packets #12 and #13.

Adventures in American History, Ch. 25.

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire, communism

OBJECTIVE	TASK ANALYSIS
Describes why the U.S. became involved in the Korean conflict. (continued)	
Describes the lifestyle of the Vietnamese people.	1. Uses maps to locate North and South Vietnam. 2. Discusses the way of life for selected areas of North/South Vietnam before the "Conflict."

ACTIVITIES MATERIALS

Have students discuss why in 1985 United States troops remain in Korea.

Have students discuss the outcome of the war and the status of Korea to date.

Have students determine why no Korean truce agreement was ever signed. (No peace treaty has been signed through the 1980s.)

Have students locate North and South Vietnam on a world map.

Have students conduct research to determine how specific groups of people lived in Vietnam prior to involvement in the Conflict. Have students make reports (charts or an activity) which would demonstrate their findings, e.g., a chart could include the following:

VIETNAM

	North	South
Climate		
Government		
Occupations		
Education		
Housing		
Religion		
Leisure		
Arts/Culture		

STAAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Describes the lifestyle of the Vietnamese people. (continued)	3. Determines the impact of the war on the Vietnamese populace.

ACTIVITIES	MATERIALS
Have students give reports on what happened to people (north and south) as the result of the war.	
Have students determine the likenesses/differences of the holocaust in Germany to the Khmer Rouge genocide activities in Vietnam.	
Have students compare the effect of the Civil War in the U.S. on families with the effects of the conflict on families in North/South Vietnam.	
Have students discuss terms such as Amerasians and boat people.	
Have students make book reports on the accounts written by refugees of their efforts to leave Vietnam.	
Have students discuss massive emigration of Vietnamese, e.g., intellectuals, engineers, doctors, teachers to the U.S. and other parts of the world.	
Have students discuss North and South Vietnam today, e.g., communists have taken over South Vietnam, conflicts are still occurring.	

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Describes U.S. involvement in the Vietnamese Conflict.	1. Describes reasons for U.S. involvement in the Vietnamese Conflict. 2. Discusses the anti-war movement(s).

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students list the reasons U.S. sided with South Vietnam, e.g., to help avert the spread of communism.	
Have students describe arguments of war protesters against U.S. involvement in Vietnam, e.g., U.S. had not declared war; therefore, no need to send troops; situation in Vietnam was a civil matter not for U.S. interference; U.S. had just experienced major losses of lives through Korean experience.	
Have students discuss protest movements which occurred in various states and their outcome, e.g., Kent State--number of people killed.	
Have students discuss how many of those about to be drafted reacted, e.g., many left the U.S. for Canada, some burned their draft cards publicly, some went to jail rather than be drafted, obtained deferments.	
Have students discuss actual U.S. war front involvement.	
Have students determine what new warfare armaments and tactics were used during the Vietnam Conflict, e.g., Agent Orange, germ warfare.	

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire, communism

OBJECTIVE	TASK ANALYSIS
Describes U.S. involvement in the Conflict. (continued)	

ACTIVITIES	MATERIALS

Have students discuss controversies which arose during war, e.g., American soldiers accused of killing massive numbers of Vietnamese civilians (Lt. Calley), numbers of Afro-American soldiers killed as result of front line duty, U.S. prisoners of war made to confess wrongness of U.S. involvement.

Have students discuss the involvement of American women with the North Vietnamese government to have MIA's (missing in action) and POW's (prisoners of war) returned to U.S.

Have students discuss the loss of lives: 57,000 Americans were killed, 300,000 were wounded, 780 missing (Bardstown, KY had more men killed than any city of its size in the U.S.); one million Vietnamese died with thousands wounded. South Vietnam lost about 254,300 troops and North Vietnam and Viet Cong troops totaled about 1,027,000.

Have students speculate on the number of Vietnamese civilians who lost their lives and determine the reasons.

Have students determine how long the war in Vietnam lasted with United States' participation.

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Describes U.S. involvement in the Conflict. (continued)	3. Discusses the Vietnam aftermath.

ACTIVITIES	MATERIALS
Have students discuss the plight of Vietnam veterans returning to the U.S., e.g., many experienced mental problems, many experienced a disease called "jungle rot," some suffered the aftereffects of Agent Orange, many could not find jobs, many could not adjust to civilian life, many experienced divorce because of problems, large numbers were disabled or handicapped, some commited suicide, large numbers turned to drugs.	
Have students discuss amnesty movements and legislation passed to bring resisters back to U.S.	
Have students discuss status of Vietnam today.	
Have students determine why the United States still has troops stationed in South Vietnam.	
Have students discuss the debates which exist over Vietnam and its impact on U.S. involvement in Nicaragua and in disputes involving other small warring countries.	
Have students discuss this statement: The Vietnam Conflict was the longest war in U.S. history although undeclared, the most diverse (causing extreme internal conflicts), and the only war the U.S. "lost."	

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Compares/contrasts the outcomes of the Korean and Vietnamese conflicts on the U.S.	1. Compares the outcomes of the Korean and Vietnamese conflicts on the U.S.

ACTIVITIES

Contact Veterans Administration to locate Vietnam veterans to discuss problems (social, emotional, psychological, financial) experienced by vets after returning to U.S.

Have students determine why media coverage of the Korean conflict was not as prolific as coverage of Vietnam war.

Have students discuss how Vietnam war coverage by media was perceived by many to be slanted against American participation.

Have students make comparisons of the Korean and Vietnam wars; consider the following:

- Both wars costly in dollars and lives;
- Peace negotiations were extremely difficult;
- America's Korean involvement brought honor;
- America's involvement in Vietnam brought dishonor;
- The American people were split over involvement in the Vietnam War but supported the Korean Conflict;
- After the Korean War, South Korea remained democratic, but after the Vietnam War South Vietnam was taken over by the Communists;
- Vietnam veterans were not honored in medical/personal services/as Korean vets were;

MATERIALS

Filmstrip:
Vietnam--The Tonkin Gulf Resolution: Turning Point. Color filmstrip, cassette, and guide. Culver City, CO: Social Studies School Services, 1982.

Building the United States, Part V, Unit 27.

A History of the United States, Book 4, Chs. 5 and 8.

Terry, Wallace. Bloods: An Oral History of the Vietnam War by Black Veterans. New York: Random House, 1984. (T, E, M, H)

Pratt, John Clark. Vietnam Voices: Perspective on the War Years 1941-1982. New York: Viking, 1984.

"Healing Vietnam's Wounds," Time. 26 November 1984, p. 44.

STRAND American History

LEARNING Korean, Vietnam Conflicts

VOCABULARY: Korea, Vietnam, Khmer Rouge, Cambodia, Agent Orange, germ warfare, communism, north, south, napalm, treaty, cease-fire

OBJECTIVE	TASK ANALYSIS
Compares/contrasts the outcomes of the Korean and Vietnamese conflicts on the U.S. (continued)	
	2. Compares Korean and Vietnam conflicts with World War II.

ACTIVITIES	MATERIALS

- TV coverage showed atrocities of Vietnam Conflict but little coverage of Korean Conflict;
- Vietnam war caused internal conflict between veterans of past wars and draft resisters.

Have students discuss activities of the 1980s which occurred to give much deserved honor to Vietnam vets, e.g., erection of the Vietnam War Monument in Washington, D.C., Vietnam War Vet's parade in New York and in other states to commemorate "the parade that never was," the 1985 Vietnam War monument erected in Washington, D.C. Have students discuss why Vietnam vets were "forced" to raise money and build their own national war memorials.

Have students determine commonalities of Korean and Vietnam conflicts with World War II involvement.

Have students research the ratio of U.S. men to women today in various age groups. Discuss the impact of wars on these ratios.

STRAND American History

LEARNING Civil Rights Laws

VOCABULARY: nonviolent, sit-in, march, freedom, desegregation, exclusion, segregated, civil rights, movement

OBJECTIVE	TASK ANALYSIS
Describes America's need for civil rights legislation.	1. Lists areas in which civil rights discrimination still existed after World War II.
	2. Determines why "certain groups" of people were excluded from the privileges granted to others.
Discuss the effects of the 1954 Supreme Court school desegregation decision.	1. Determines the history of Brown vs. the Board of Education law suit.
	2. Describes the effects of the 1954 Supreme Court school desegregation decision.

COURSE Social Studies

ACTIVITIES

Have students discuss the following:

a. Many black citizens (and other minorities) were not permitted to vote.
b. Segregation existed in schools, public transportation, hotels, restaurants, playgrounds, parks, housing.
c. Blacks as well as other minorities could not buy or rent homes in certain neighborhoods.

Have students speculate on why historically minorities have been excluded from constitutional privileges granted to other American citizens. Have students speculate as to whether such exclusions could occur in the future.

Have students discuss issues which led to the Brown vs. Board of Education decision.

Have students discuss "separate, but equal" in terms of separate but unequal, e.g., public schools, transportation, recreation, sleeping and eating facilities.

Have students discuss the school desegregation law of 1954, e.g., stopped segregation in schools in most states, blacks began the struggle to end segregation on public transportation, blacks had "sit ins" to protest segregation in restaurants in 1960s.

MATERIALS

Films:
Bill of Rights in Action--DeFacto Segregation. (06249) BFA, 1972. 22 min. (M, H)
Justice, Liberty and Law. (06240) Churchill, 1968. 19 min. (H)
The Great Rights. (06052) Brandon, 1963. 14 min. (E, S)
The Need to Protect. (06778) AELE, 1972. 13 min. (M, H)
We Are Woman. (04371) Multimedia, 1975. 29 min. (M, H)

Project PASS. "Social and Political Reform (1890-1917)," "The Civil Rights Struggle," "Civil Rights Laws of the 1950s and 1960s," "Changes in the Civil Rights Movement," and "Youth in Revolt," U.S. History Packets #42, #85, #86, #88, #89.

STRAND American History

LEARNING Civil Rights Laws

VOCABULARY: nonviolent, sit-in, march, freedom, desegregation, exclusion, segregated, civil rights, movement

OBJECTIVE	TASK ANALYSIS
Discuss the effects of the 1954 Supreme Court school desegregation decision. (continued)	
Discusses the effects of civil rights legislation on the rights of handicapped persons, women, senior citizens, and other minorities.	1. Discusses effects of civil rights legislation on rights of handicapped.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss how Louisville became a model city nationally because of its smooth school desegregation activities in 1957.	America's Story, Book 2, Ch. 16.
Request the school's media librarian to contact appropriate persons at the Courier-Journal and Louisville Times newspapers to request copies of news articles on the success of Louisville's school desegregation plan. (A small fee is charged to reproduce articles.)	
Have students determine how past housing codes influenced schools being composed of totally one race or another.	
Have students determine why cities/states continually revise their school desegregation plans.	
Have students discuss the rights of women, the rights of handicapped, and the rights of senior citizens prior to Civil Rights enactments as they pertain to housing, parking spaces, access to building, restaurants, employment, entitlement to medical insurance, equal pay, and the opportunity for handicapped children to attend public schools.	
Have students make a chart to show areas which have changed as a result of legislation.	

STRAND American History

LEARNING Civil Rights Laws

VOCABULARY: nonviolent, sit-in, march, freedom, desegregation, exclusion, segregated, civil rights, movement

OBJECTIVE	TASK ANALYSIS
Discusses the effects of civil rights legislation on the rights of handicapped persons, women, senior citizens, and other minorities. (continued)	2. Describes American Indian protests.

ACTIVITIES

Have students discuss the following:

a. Civil Rights movement called public attention to inequality and discrimination in America.
b. Groups began to organize to demand full and equal opportunities.
c. Enactment of PL94-142 and Section 504 occurred.
d. Women's movement began to equalize rights in employment (pay, insurance, medical leaves).
e. Enactment of laws made it illegal to discriminate against persons on basis of age, sex, religion, or handicapping condition.

Have students discuss recent law suits brought by American Indian groups against the American government, e.g., pointing out treaty violations reclaiming lands which originally were given to specific tribes through treaties but now owned by others, claiming fishing rights to certain water ways which were guaranteed to specific tribes in years past.

Have students discuss how civil rights requests of American Indians differed from those requested by American blacks. (Note: By 1975 U.S. courts had awarded $561 million dollars in claims to American Indians as the result of settlements on past treaty violations, e.g., the Passamaquoddy's of Maine in 1974.)

MATERIALS

Adventures in American History, Ch. 26.

Tapes:
A Sound History of America, Tapes 19 and 20.

STRAND American History

LEARNING Civil Rights Laws

VOCABULARY: nonviolent, sit-in, march, freedom, desegregation, exclusion, segregated, civil rights, movement

OBJECTIVE	TASK ANALYSIS
Discusses the Civil Rights movement and the leaders.	1. Describes Civil Rights movement tactics.
	2. Discusses the leaders of the Civil Rights movement.

ACTIVITIES	MATERIALS
Have students discuss the meaning or process of the following: --sit-ins --freedom rides --freedom songs --freedom rallies	
Have students discuss the relation of the above to the 1960s Civil Rights movement.	
Have students discuss the meaning of the lyrics of the songs, "We Shall Overcome" and "Ain't Nobody Gonna Turn Me Around."	
Have students determine why college and high school aged youths were the prime participants in civil rights activities.	
Have students compare the nonviolent strategy used by Martin Luther King, Jr. with those used by Mahatma Gandhi against England for the citizens of India.	Workbook: Soul Force: The Life of Mahatma Gandhi. Castro Valley, CA: Quercus Corporation, 1985. (reading level Spache 1.8) (M, H)
Have students discuss activities of individuals/groups opposing civil rights marches, e.g., KKK, George Wallace, "Bull Conner."	
Have students discuss what happened to many of the participants in the 1960s movement, e.g., jailed, maimed, killed.	
Have students research information on the life of Martin Luther King, Jr.	Faber, Doris. The Assassination of Martin Luther King, Jr. New York: Franklin Watts, Inc., 1978. (E, M, H)
Have students discuss background information on how Martin Luther King, Jr.'s birthday became a national holiday.	

STRAND American History

LEARNING Civil Rights Laws

VOCABULARY: nonviolent, sit-in, march, freedom, desegregation, exclusion, segregated, civil rights, movement

OBJECTIVE	TASK ANALYSIS
Discusses the Civil Rights movement and the leaders. (continued)	
	2. Discusses the impact of the U.S. 1960s Civil Rights movement.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students research information on other 1960s Civil Rights leaders, e.g., Andrew Young, Jesse Jackson, Whitney Young, Jr.	
Have students determine how Presidents Kennedy and Johnson influenced the passage of civil rights legislation.	
Have students research other civil rights movements and their leaders, e.g., the Gray Panther's movement and Maggie Kuhn, the original leader.	
Have students discuss the world-wide attention focused on the U.S. as a result of 1960s Civil Rights movement.	
Have students discuss pressures caused by foreign countries on the U.S. because of its discriminatory laws against specific minority groups.	
Have students discuss the use of protest songs and tactics from the 1960s by oppressed people of today, e.g., South Africa, Poland--1984 Polish church goers were seen on national television singing "We Shall Overcome" (in their own language) to dramatize their plight under communist rule.	
Discuss "apartheid" and the impact of university students in the mid 1980s on the U.S. reaction to this form of discrimination (e.g., pressure to terminate economic agreements).	

STRAND American History

LEARNING The American Family

VOCABULARY: family, unity, social security, housing, medicare, medicaid, inflation, senior citizen

OBJECTIVE	TASK ANALYSIS
Discusses changes in family structure/relationships from the pioneer period to the present.	1. Describes the typical family structure during the pioneering period.
	2. Discusses factors which have affected the basic American family structure.
Discusses advantages and disadvantages of mothers who work outside the home.	1. Lists advantages of mothers who work outside the home.
	2. Lists disadvantages of mothers who work outside the home.
	3. Discusses the phenomenon of single parenting.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students draw pictures of the traditional American family structure and activities during colonial times.	Building the United States, Part I, Unit 5, Ch. 17; Part II, Unit 11, Ch. 41; Part III, Unit 16, Ch. 63; Part V, Unit 27, Ch. 106.
Have students discuss how family structures are affected by outside factors, e.g., divorce, war, women working, unemployment.	Project PASS, "The Women's Movement," U.S. History Packet #92.
Have students debate the pros and cons of working mothers.	
Have students determine why there are more single family situations (1970s-1980s) than there were during previous years, e.g., large number of teenage pregnancies, high rate of divorce, single career women choosing to have children.	
Have students discuss problems encountered by this group. Have students discuss the increased cost to community/agencies to provide services to "teens" with "tots."	

STRAND American History

LEARNING The American Family

VOCABULARY: family, unity, social security, housing, medicare, medicaid, inflation, senior citizen

OBJECTIVE	TASK ANALYSIS
Describes the implications of America's increased proportion of citizens over the age of 60.	1. Lists reasons why there is an increase in citizens age 60 and older.
	2. Discusses community services to meet the needs of senior citizens.

ACTIVITIES	MATERIALS
Have students discuss problems experienced by elderly person(s) with whom they are familiar. Have students discuss services in their community for elderly persons, e.g., medical, residential, social, religious, personal, recreational.	
Have students predict problems in the future which will affect elderly persons, e.g., housing, economy, crime, political clout, isolation, affordable community, and medical services.	
Have students determine actions which are currently being initiated to help stem possible future problems. Have students determine what can be done now to help the plight of our elderly citizens.	

STRAND American History

LEARNING Ethnic Minorities/Immigrants

VOCABULARY: ethnic, culture, minority, unemployment

OBJECTIVE	TASK ANALYSIS
Identifies primary ethnic minority groups living in the U.S.	1. Lists some of the ethnic minority groups living in the U.S. 2. Discusses ethnic minorities living in own community, city/state.
Analyzes the problems experienced by today's minority groups living in the U.S.	1. Discusses origin of immigrants coming to America in the last few decades. 2. Discusses attitudes toward immigrants throughout America's history in relation to the country's depressed economic conditions. 3. Lists problems experienced by today's minority groups living in the U.S. 4. Discusses advantages offered by living in the U.S.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students name various major ethnic groups in the U.S., e.g., Jewish, Italian, Irish, German, Chinese, Japanese, Mexican, Iranian, French, Puerto Rican, Afro-American, Vietnamese, American Indian, Haitian.	**Films:** Majority Minority. (02120) 23 min. (M, H) The American Experience. (06820) 22 min. (E, M, H) Our Living Traditions. (06821) 29 min. (M) The Right to Be Different. (06686) 29 min. (M) Work Prejudice Film. (06679) 13 min. (M, H) Minorities from the America's. (02372) (M)
Have students list the ethnic groups living in Louisville.	
Have students name kinds of problems experienced by minority groups, e.g., unemployment, housing, education, language barriers, different cultural values, customs, and religions, prejudice, naturalization-citizenship, quota system.	**Simulation:** Gateway (immigration issues in past and present America) Interact. (M, H)
Have students discuss immigration in America 1960-1980. Have them find sites on world maps from which recent immigrants have migrated.	Project Pass. "Naturalization" and "Immigration," American Government Packets #35, #36.
Have students discuss reasons why immigrants were often cited as the cause for unemployment and crime problems in America.	
Have students discuss the following statement: "Although minorities have traditionally experienced degrees of difficulty by living in America, their opportunities for education, health, and a quality of life is much better than in a communistic or dictator-controlled country."	Work Sheet, "Questions Related to the Statue of Liberty."
Have students list freedoms which are possible only in the American society.	Information Sheet, "Facts Related to the Statue of Liberty."

STRAND American History

LEARNING Space Exploration

VOCABULARY: launching, exploration, Apollo, Skylab, mission, shuttle, Sputnik, Russian, flight, monkey, astronaut, capsule

OBJECTIVE	TASK ANALYSIS
Discusses the effects of Russia's launching of Sputnik.	1. Describes the intent of the Russian Sputnik launching.
	2. Describes the effects of Russia's Sputnik launching.

COURSE Social Studies

ACTIVITIES

Have students discuss what Sputnik was and how the Russians launched this sphere. Have students discuss why an animal was sent on this flight.

Have students research information on the monkey which was used to orbit the earth in Sputnik.

Have students surmise the treatment of the monkey once its spacecraft landed back on earth.

Have students determine the reaction of Americans to the Sputnik launching, e.g., Americans were shocked, created a change in the education system, establishment of NASA, federal money used for space race, U.S. launched spaceship to the moon, future space projects developed, a variety of satellites, weather and television, were sent into orbit.

Have students discuss reasons why the United States' space program was enlarged after 1957.

Have students determine why no humans were sent in the first earth orbit missions.

Have students to determine the impact of the Soviets being the first to put a man into earth orbit after Sputnik.

MATERIALS

America's Story, Book 2, Ch. 17.

Films:

Junior Misslemen in Action--Focus on a Model Rocket Society. (03756) Screen News Digest, 1968. 17 min.

The Flight of Apollo 15. (03784) SND, 1971. 14 min.

Mission to the Moon. (03732) SND, 1966. 16 min. B/W.

Reflections in Space. (03457) SND, 1970. 27 min.

Space Science--An Introduction. (04529) Coronet, 1977. 14 min.

Stepping Stones in Space. (03796) SND, 1973. 17 min.

Horizons in Science--In and Out of This World. (03735) SND, 1966. 16 min. B/W.

Simulation:

Galaxy. Interact, n.d. (A space society on the brink of civil war) (M, H)

Project PASS. "The Kennedy Administration," U.S. History Packet #87.

STRAND American History

LEARNING Space Exploration

VOCABULARY: launching, exploration, Apollo, Skylab, mission, shuttle, Sputnik, Russian, flight, monkey, astronaut, capsule

OBJECTIVE	TASK ANALYSIS
Describes America's moon landing and space exploration projects.	1. Discusses America's first moon landing project.
	2. Describes America's space program from 1970-1980.

ACTIVITIES	MATERIALS

Have students discuss the goal of landing on the moon; have students discuss the role President John F. Kennedy played in the development of America's space program.

Have students discuss the Apollo Moon Project, e.g.,

a. On July 16, 1969, Apollo 11 was launched from Cape Kennedy (Neil Armstrong, Edwin Aldrin, and Michael Collins were aboard).
b. July 20, 1969, Armstrong and Aldrin walked on the moon.
c. Other Apollo spaceships took more astronauts to the moon.

Have students determine the impact on American citizens during 1969 of being able to see the first lunar launching and the moon landing by television (for the first time) and listening to the excitement projected from Cape Kennedy.

Have students discuss the space capsule which is at the Museum of History and Science in Louisville.

Have students discuss the competition which exists between the Soviet Union and the United States over their space race.

Have students research information on the training program for astronauts.

STRAND American History

LEARNING Space Exploration

VOCABULARY: launching, exploration, Apollo, Skylab, mission, shuttle, Sputnik, Russian, flight, monkey, astronaut, capsule

OBJECTIVE	TASK ANALYSIS
Describes America's moon landing and space exploration projects. (continued)	
Makes predictions about America's shuttle program and future space exploration.	1. Describes the Skylab projects.
	2. Describes unmanned satellite projects.

ACTIVITIES	MATERIALS
Have students make a chart listing other space projects after Apollo (before the 1980s); ask students to describe the purpose of each of these missions.	
Have students develop projects which would earn enough money to lease the movie, "The Right Stuff."	
Have students discuss the purpose of Skylab for medical research and present outer-space commercial ventures.	
Have students read information on "Do You Want to Be Around Forever?" at the end of this section and discuss this now present commercial space venture project.	
Have students discuss how Skylab for the first time had female and minority astronauts.	
Have students discuss unmanned satellites which have been landed on Mars and Venus and have passed close enough to other planets to relay information to space stations on earth.	
Have students determine how satellites send information back to earth.	
Have students discuss what scientists have learned about other planets as the result of unmanned satellites, e.g., Saturn, Mars.	

STRAND American History

LEARNING Space Exploration

VOCABULARY: launching, exploration, Apollo, Skylab, mission, shuttle, Sputnik, Russian, flight, monkey, astronaut, capsule

OBJECTIVE	TASK ANALYSIS
Makes predictions about America's shuttle program and future space exploration. (continued)	3. Describes national concerns over the shuttle program. 4. Offers predictions about America's shuttle program and future space exploration.

ACTIVITIES

Have students discuss the eighteen missions (as of July 1985) of the shuttle program. Have students discuss the following about the 18th mission, e.g.,

a. the goal was to see if a computer at ground control could adjust a laster beam to counteract the earth's turbulent atmosphere, for future use to be fired at enemy, missiles in outer space (beamed off relay mirrors orbiting above the earth);
b. the 1972 treaty which bans the construction of large-scale defenses and the testing of prototype anti-missile systems;
c. the launching (1985) of three communication satellites by the U.S., Mexico, and the Arab nations;
d. Prince Sultan Salman Al Saud the first Arab astronaut.

Have students discuss the following topic: There is a growing concern that the shuttle program may be used to help establish military bases in outer space. Have students to discuss how this could or could not happen.

Have students discuss the construction of the shuttle and how weather influences its launching or returning.

Have students make predictions about U.S. and Russia exploration in outer space, e.g., Mars in 1999 jointly or as an individual nation venture.

MATERIALS

Films:

Platform to the Stars. (04046) SND, 1980. 14 min. (M, H)
The Moon--Adventure in Space. (02388) AIMS, 1971. 16 min. (E, M)
A Trip to the Moon. (03865) EBE, 1957. 16 min. B/W. (E, M, H)
The Flight of Apollo 15. (03781) SND, 1971. 14 min. (E, M, H)
Space Medicine--Serving Mankind. (04061) SND, 1982. 14 min. (M, H)
Space Science--The Solar System-And Beyond. (05597) Allegro, 1978. 13 min.
Space Science--An Introduction. (04529) Coronet, 1977. 14 min.

Filmstrips:

Today and Tomorrow in Space--The Space Shuttle and Beyond, includes: "The Space Shuttle," "Living in Space," and "Satellites and How They Work." 3 color filmstrips and cassettes, National Graphics, 1983. (E, M, H)

"The U.S., In Space, What's Up, and What's Ahead," Time Magazine (November 26, 1984).

STRAND American History

LEARNING Space Exploration

VOCABULARY: launching, exploration, Apollo, Skylab, mission, shuttle, Sputnik, Russian, flight, monkey, astronaut, capsule

OBJECTIVE	TASK ANALYSIS
Makes predictions about America's shuttle program and future space exploration. (continued)	

ACTIVITIES	MATERIALS

Have students discuss the following as they relate to America's space programs:

a. Discovery of life forms on other planets,
b. Having settlements on the moon and other planets,
c. Exploration for minerals,
d. Making laws for controlling pollution in space and establishing territorial rights for different countries,
e. Discovering new heavenly bodies,
f. Adding space stations,
g. Making more accurate maps of space,
h. Adding more elaborate telephone and television systems,
i. Manufacturing drugs and metals in zero-gravity,
j. Establishing military bases,
k. Weather discovery stations for early prediction of potentially dangerous weather conditions,
l. President Reagan wants to launch a permanent space station in the year 1992 to commemorate the 500th birthday of Columbus' discovery of the new world,
m. The establishment of a "Star Wars" system of space-based missile defenses to protect the U.S. from possible nuclear attack.

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: qualifications, natural born, resident, oath of office, duties, salary, term in office, White House, Washington, D.C., nomination, electoral college, incumbent

OBJECTIVE	TASK ANALYSIS
Determines the Presidential duties.	1. Describes the process by which it was decided that America's leader would be a president, not an emperor or czar or shah or king (queen).
	2. Names Presidential staff positions.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students research discussions among America's Revolutionary War leaders which led to the establishment of the position of president.	
Have students discuss the impact of the title of a country's leaders on the way that country's government is operated.	
Have students identify key positions as to Presidential staff and their major responsibilities.	
Have students compare the qualifications for U.S. Presidency with those of a king/queen to occupy their throne. Presidential qualifications: a. must be a "natural born" U.S. citizen b. must be at least 35 years old c. must have lived in U.S. fourteen (14) years.	
Have student discuss what the President promises in taking the "Oath of Office" swearing. (See the Oath of Office at end of this section.) Have students compare the Presidential oath of office with oath said by in-coming governor of Kentucky. (See oath at end of this section.)	Information Sheet, "Presidential Information." Information Sheet, "Governor of Kentucky--Oath of Office." Information Sheet, "Election of a United States President."
Have students discuss how a president is elected (see information at end of the section on election of U.S. President).	

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: qualifications, natural born, resident, oath of office, duties, salary, term in office, White House, Washington, D.C., nomination, electoral college

OBJECTIVE	TASK ANALYSIS
Determines the Presidential duties. (continued)	3. Describes the Presidential term of office, annual salary, and method of removal.

ACTIVITIES **MATERIALS**

Have students develop a chart listing the duties performed by the President of the U.S., e.g.,

a. Makes sure that federal laws are enforced.
b. Conducts ceremonial offices.
c. Acts as commander-in-chief of the armed forces.
d. Directs U.S. foreign policy.
e. Helps shape the party's stand on domestic and foreign affairs.
f. Makes legislative proposals and urges Congress to act on them.
g. Appoints high officials to the executive branch and members to the Supreme Court.

Have students discuss in what ways the role of the President is like the role of kings and queens of other nations, e.g., decorates war heroes, christens ships, visits other chiefs-of-state, dedicates parks and post offices, receives dignitaries from other countries.

Have students develop a chart to demonstrate how a President is elected from the initial nomination to the final voting.

Have students discuss how long a President can stay in office.

Have students discuss the salary of the President (1969 law fixed salary at $200,000).

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: qualifications, natural born, resident, oath of office, duties, salary, term in office, White House, Washington, D.C., nomination, electoral college

OBJECTIVE	TASK ANALYSIS
Determines the Presidential duties. (continued)	

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students discuss the financial benefits of being President, e.g., free lodging, food, travel, clothing, security guards.	
Have students discuss the following: Eleven (11) million dollars per year is spent on the three former United States' Presidents, Nixon/Ford/Carter. (Ex-Presidents get an allowance of $69,630 plus money for clerical help, office space, and free mailing privileges.) Widows of former Presidents get a $20,000 a year pension. Have students determine why these privileges are provided to ex-Presidents.	
Have students determine reasons why a President could be removed from office and the method of removal.	
Have students select a President whose term in office occurred prior to 1970 and to make a biographical report. (See history of Presidents on sheet which includes the Oath of Office.) Have students give reasons why they selected a particular President to research.	

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: Watergate, spying, impeachment, resignation, bugging, burglars, Washington Post, hearings, proceedings, Democratic officers, break-in, election

OBJECTIVE	TASK ANALYSIS
Describes events of the Watergate break-in.	1. Describes the Watergate complex. 2. Discusses events of the Watergate break-in.

COURSE Social Studies

ACTIVITIES

Have students tell what Watergate was and where it is located.

Have students describe lead-up events which led to the Watergate break-in. Consider the following:

a. President Nixon's campaign workers broke into Democratic headquarters in Washington to steal private papers and leave bugging devices for the purpose of obtaining information against persons not friendly with the Nixon administration.
b. Burglars were caught because they left tape on the door locks which was discovered by the night security guard.
c. Investigations by the Washington Post newspaper linked the burglars to Nixon's top aides.

Have students discuss reasons President Nixon sanctioned these illegal activities, e.g., activities were conducted to assure the re-election of Nixon.

Have students discuss how television coverage intensified the Watergate situation, e.g., hearings, international coverage, national shame, outrage, disbelief.

Have students discuss Richard Nixon's personality/goals after viewing movies entitled "The Right Stuff" and "All the President's Men."

MATERIALS

Twentieth Century America, Unit 10, pp. 107, 111. Living in America Series.

Project PASS. "Watergate," U.S. History Packet #90.

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: Watergate, spying, impeachment, resignation, bugging, burglars, Washington Post, hearings, proceedings, Democratic officers, break-in, election

OBJECTIVE	TASK ANALYSIS
Discusses the importance of Watergate in American history.	1. Describes the importance of Watergate.
	2. Explains the fates of the Watergate participants.

ACTIVITIES	MATERIALS
Have students discuss the following: a. President Nixon claimed nationally that he was innocent. b. Judiciary committee began impeachment proceedings. c. Vice-President/Presidential top aides were charged with crimes. d. Internationally image of the U.S. was marred. e. Nationally-- 1. shook confidence in U.S. citizens in their elected governmental officials. 2. seriously damaged the Republican Party. f. Caused monitoring of politicians to avoid recurrence of the Watergate behavior. Have students determine through research what happened to the participants in the Watergate scandal. Have students tell what these persons are doing to date, e.g., Richard Nixon has written five books, all have been best sellers. (In 1985 he completed a book on Vietnam.) He is consulted for his opinions which are highly respected on foreign policies.	American History, Part 3, Unit II. Lesson 9. History of the United States, Book 4, Ch. 9.

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: Watergate, spying, impeachment, resignation, bugging, burglars, Washington Post, hearings, proceedings, Democratic officers, break-in, election

OBJECTIVE	TASK ANALYSIS
Suggests ways to prevent another "Watergate."	1. Determines if another "Watergate" could occur.
	2. Identifies steps that must be taken and safeguards that must be in place to prevent the recurrence of another "Watergate."

COURSE Social Studies

ACTIVITIES

MATERIALS

Have students determine if the Watergate incident has historical significance. Have students discuss the impact of Watergate in relation to the impact of other historical events faced by citizens of the U.S. For example,

a. Image of public/national figures was threatened.
b. Freedom of the press helped to bring scandals to light.
c. Never before had a President removed himself from office.
d. For the first time in national history both the President (Ford) and Vice-President (Rockefeller) had been appointed to office not elected.

Have students tell ways in which another "Watergate" could be prevented, e.g., better selection of elected officials, more citizen involvement, better system of checks and balances, continued freedom of the press.

Have students predict whether another "Watergate" experience could occur.

Have students list the lesson learned by the U.S. from the Watergate experience.

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: appointment, vice-president, administration, Ford, Nixon, Carter, Reagan, Iran, Egypt, Lebanon, Mars, Viking, assassination, bicentennial, Israel

OBJECTIVE	TASK ANALYSIS
Discusses the Ford Administration.	1. Describes Gerald Ford's appointment to the Vice-Presidency.
	2. Discusses critical events during Ford's administration.

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students research information on Gerald Ford's political career prior to his appointment as vice president.

Have students give an overview of how Gerald Ford became vice president and then later the President of the U.S.

Have students make reports of key events which occurred during the Ford administration, e.g.,

a. Civil Wars in Angola and Lebanon and their effect on the U.S.
b. The ending of the Vietnam War.
c. The pardoning of Richard Nixon (This could become a debate as to whether Nixon should have been pardoned or not or how Nixon's amnesty did or did not jeopardize Gerald Ford's re-election chances.)
d. Recession in U.S.
e. Viking I's landing on Mars.
f. Two attempted assassinations on Ford's life (Have students discuss the background/political ideologies of the attempted assassinators: Lynette Alice "Squeeky" Fromme, follower of Charles Manson, and Sara Jane Moore.) Have students discuss the significance of both being female.
g. America began its bicentennial celebration.

Have students determine Gerald Ford's accomplishments while in office.

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: appointment, vice-president, administration, Ford, Nixon, Carter, Reagan, Iran, Egypt, Lebanon, Mars, Viking, assassination, bicentennial, Israel

OBJECTIVE	TASK ANALYSIS
Discusses the Carter Administration.	1. Describes the childhood of Jimmy Carter.
	2. Discusses James Earl Carter, Jr.'s political life before the Presidency.
	3. Chronicles high points of the Carter Administration.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students read information on Jimmy Carter's family life in Plains, Georgia, e.g., parents' occupations, number of siblings, early education.	Encyclopedia *Adventures in American History*, Ch. 26.
Have students give an overview of Carter's young adult life prior to the Presidency, e.g., graduated from the U.S. Naval Academy, election/ re-election to the Georgia Senate, Governor of Georgia.	
Have students discuss the following: a. Nation's economy (during first year of office) improved; unemployment fell but later inflation increased. b. Treaty to return the Panama Canal to the Panamanians (1999) was ratified. c. Strengthened ties between United States government and Communist China. d. Arranged meetings in the United States between President Anwar Al-Sadat (Egypt) and Prime Minister Menachen Begin (Israel) to create a treaty of peace between the two countries. e. Negotiated a treaty to limit the use of nuclear weapons by the United States and the Soviet Union called SALT II (Strategic Arms Limitations Talks). f. Allowed the desposed (Mohammad Reza Pahlavi) Shah of Iran to enter the United States for medical treatments which angered anti-Pohlavi revolutionaries in Iran.	

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: appointment, vice-president, administration, Ford, Nixon, Carter, Reagan, Iran, Egypt, Lebanon, Mars, Viking, assassination, bicentennial, Israel

OBJECTIVE	TASK ANALYSIS
Discusses the Carter Administration. (continued)	
Chronicles Ronald Reagan's presidency.	1. Discusses the election of Ronald Reagan to the Presidency.

ACTIVITIES	MATERIALS

g. Americans held by Iranian revolutionaries.
h. Authorized an armed rescue mission to rescue American hostages from U.S. Embassy in Teheran. (This mission failed.)
i. Resignation of U.N. Ambassador Andrew Young.

Have students determine the impact that the failed rescue attempts (Americans in Iran) had on the election of Ronald Reagan over then President Jimmy Carter in 1980. Have students determine if inflation and unemployment were also factors which helped to defeat Jimmy Carter's reelection bid.

Have students determine if Ronald Reagan's past experience as a movie star had any effect on his being "elected to office."

Have students use U.S. maps to determine states which voted for Reagan (44) and those for Jimmy Carter (6 and the District of Columbia). Have students to discuss Reagan's landslide winning.

STRAND American History

LEARNING Presidents of the United States

VOCABULARY: appointment, vice-president, administration, Ford, Nixon, Carter, Reagan, Iran, Egypt, Lebanon, Mars, Viking, assassination, bicentennial, Israel

OBJECTIVE	TASK ANALYSIS
Chronicles Ronald Reagan's Presidency. (continued)	2. Describes important events of Reagan's first term in office.
	3. Discusses the election of 1984.

COURSE Social Studies

ACTIVITIES	MATERIALS
Have students research information on events which occurred during Reagan's first term in office, e.g., an attempted assassination, the space shuttle program, U.S. hostages in Lebanon, visit to China.	
Have students determine the Democratic Presidential candidate who opposed Reagan and his unsuccessful political platform.	
Have students determine why Reagan won the election over Mondale.	
Have students discuss the impact of Reagon's medical problems on the U.S., e.g., people sought physical examinations, diets were changed to include high fiber foods, public awareness of a specific kind of cancer was heightened.	
Have students discuss the impact of President Reagan's age on the image of elderly persons in the U.S.	
Have students compare the average ages of U.S. presidents with those of other world leaders, e.g., Soviet leaders, popes, third world leaders.	

STRAND American History

LEARNING Presidents of the United States

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Compares events/conflicts of selected Presidential administrations.	1. Discusses the lives of selected Presidents. 2. Analyzes events/conflicts during specific Presidential administrations.

ACTIVITIES

Have students select a president on which to make a report. Have students gather information and make a chart, e.g.,

President	Years in Office	Problems during Term	Accomplishments
John F. Kennedy	2 years 10 months	Urban Missile Crisis Bay of Pigs Incident Civil Rights Marches	Youngest man ever elected president Author of Why England Slept and Profiles in Courage Established the Peace Corps U.S./Russia's direct Hotline U.S.'s space program Launching of Telstar 1

(See information at the end of this section on Presidents of the United States.)

Have students compare situations during specific Presidencies which were very similar, e.g., World War I--President Wilson and World War II--President Truman; President Carter and hostages in Iran and President Reagan and hostages in Beirut. Have students find similarities in the lives of selected presidents, e.g., John F. Kennedy and Abraham Lincoln.

MATERIALS

Filmstrips:
Presidents of the United States Series, Parts I-IV, 1979; Parts V-VIII, 1980, color filmstrips with cassette. National Geographic Society, Washington, DC. (M, H)

Electing the President. Hayward, CA: Janus Publishing Co., 1983.

Our Country's Presidents. National Geographic Society, Washington, DC, 1981.

A History of the United States, Books 1-4. (M, H)

The Presidents of the United States of America. Washington, DC: White House Historical Assoc., 1982. (Biographical sketches of U.S. Presidents through Ronald Reagan, includes portraits)

STRAND American History

LEARNING America's Foreign Policies

VOCABULARY: policy, foreign, ambassador, diplomat, friendly, unfriendly, exchange program, conflicts, political, economic, famine

OBJECTIVE	TASK ANALYSIS
Identifies countries with which the U.S. currently has friendly/ unfriendly relationships.	1. Lists countries with which the U.S. currently has friendly relationships.
	2. Lists countries with which U.S. currently has unfriendly relationships.
Discusses reasons for present-day disagreements between the U.S. and other countries of the world.	1. Describes reasons for present-day disagreements between the U.S. and other countries.
	2. Determines why conflicts are not resolved.

ACTIVITIES

Have students determine reasons why the U.S. has friendly relations with the following countries:

a. Canada
b. Japan
c. France
d. Great Britain
e. China
f. Israel
g. Egypt
h. Some African states
i. Mexico

Have students discuss countries with which the U.S. has unfriendly relations and give reasons why tensions exists.

a. U.S.S.R.
b. Cuba
c. Iran
d. Nicaragua
e. Lebanon

Have students determine causes of friction between countries, e.g., power, trade, human relationships, policies, religion, territory, old animosities, philosophical differences.

Have students determine why past relationships impact on whether countries can resolve problems. Have students determine whether differences cultural/religious/economic/ethnic have much impact on difficulties which arise between countries and their finding ways to resolve them, e.g., Iran and the U.S., Nicaragua and the U.S.

MATERIALS

Project PASS. "The United Nations" and "United States Foreign Policy," American Government Packets #50, #52.

America's Story, Book 2, Ch. 19.

Twentieth Century America, Unit 8. Living in America Series.

American History, Part 4, Unit 13, Lesson 2, p. 654. (M, H)

STRAND American History

LEARNING America's Foreign Policies

VOCABULARY: policy, foreign, ambassador, diplomat, friendly, unfriendly, exchange program, conflicts, political, economic, famine

OBJECTIVE	TASK ANALYSIS
Describes the role of America's foreign ambassadors.	1. Discusses the role of American foreign ambassadors.
	2. Determines current reception of U.S. ambassadors by teacher-selected foreign countries.

COURSE Social Studies

ACTIVITIES	MATERIALS

Have students write a script for themselves to act as an ambassador or diplomat to a fictitious foreign country. Have them describe their role and tell how they will be of service to the country they are visiting and the country they represent. Have them discuss ways that they may avoid problems or ways to resolve problems. Have students determine how their daily interactions with friends and others is similar to the role of an ambassador.

Have students describe some roles of U.S. ambassadors.

a. Pass on messages and requests between the U.S. government and other governments.
b. Help people from the U.S., such as tourists or business people, who run into problems in foreign countries.
c. Carry on negotiations with the foreign governments that deal with the political, economic, and cultural relations between nations.

Have students determine what has been happening to American diplomats in recent years (1980s), e.g., expelled from other countries or assassinated as a result of conflicts between the U.S. and the represented countries.

STRAND American History

LEARNING America's Foreign Policies

VOCABULARY: policy, foreign, ambassador, diplomat, friendly, unfriendly, exchange program, conflicts, political, economic, famine

OBJECTIVE	TASK ANALYSIS
Discusses Third World countries.	1. Names Third World countries.
	2. Describes problems of Third World countries.

ACTIVITIES MATERIALS

Have students use world maps to point to countries which make up what is considered Third World countries, e.g., India, Burma, Indonesia, and most of the new nations of Africa.

Have students determine what is meant by Third World, e.g., countries which are not aligned with either the communistic or noncommunistic bloc of nations; underdeveloped or emerging countries, minorities of the world.

Have students discuss the characteristics of Third World countries. Have students make a chart outlining problems experienced by each country, e.g., social, political/economic.

Have students determine how problems experienced by Third World countries impact on noncommunistic and communistic countries.

Have students debate the following:

> Third World countries will experience an industrial revolution or will move directly into the high technology era.
>
> The U.S. should stop providing food and medical supplies to countries which do not provide measures to control accelerating birth rates.

STRAND American History

LEARNING America in the Future

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Names problems which America will face in future years.	1. Lists internal problems which America will face in future years.
	2. Describes American problems which affect Louisville and Kentucky.

ACTIVITIES

Have students discuss future problems of America.

List internal and external problems which America will face in future years; consider the following:

a. world peace
b. rise of nationalism throughout the world
c. helping underdeveloped countries
d. assisting with world hunger and disease problems
e. U.S. role within the United Nations
f. drive to conquer outer space
g. loss of natural resources
h. education
i. pollution
j. inflation
k. immigration
l. natural disasters
m. spying
n. decrease in U.S. pride about own country
o. selling of American (property) to foreign persons
p. rise of contagious disease: Legionnaires disease, AIDS, herpes
q. taxation
r. chemical spills/explosions
s. territorial rights in outer space

Have students describe how the above problems will impact on Louisville and on Kentucky.

Have students discuss what is now being done to help avert problems which are on the rise at present.

MATERIALS

Project PASS. "National Security," American Government Packet #54.

America's Story, Book 2, Ch. 20.

American History Study Lessons, Unit 8, Lesson 13. (H)

Twentieth Century American, Unit 10, pp. 108-110. Living in America Series. (M, H)

STRAND American History

LEARNING America in the Future

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Names problems which America will face in future years. (continued)	

ACTIVITIES	MATERIALS
Have students make a chart for selected periods of time. Have them list present world problems and ones projected for the future.	

Time Span	Problems	Projected

ACTIVITIES	MATERIALS
Have students discuss how past world problems which were not resolved have become present problems, e.g., inappropriate agricultural practices in many Third World countries have caused soil erosion, or the elimination of trees/shrubs has caused valuable top soil to be blown away during storms, unresolved drought problems have created famine.	Slater, Barbara. HEP--History, Economics, Political, Science, Levels 1A, 1B, 2A, 2B, 3A, 3B. Beaverton, OR: Dormac, Inc., 1981. Project PASS. "The Energy Crisis," U.S. History Packet #91. "Immigration," Update. New York: Scholastic, Inc. (Sept 6, 1985), Vol. 118, No. 1. (H)

STRAND American History

LEARNING America in the Future

VOCABULARY:

OBJECTIVE	TASK ANALYSIS
Compares problems in America's future with ones projected for other countries of the world.	1. Lists problems projected in the future of other countries.
	2. Compares America's future problems with those of selected countries.

COURSE Social Studies

ACTIVITIES

Have students determine problems which will be faced by such countries as India, Africa, Japan, China, South America, England, Russia, e.g, hunger, disease, loss of natural resources, education, individual freedoms, pollution, loss of territory, over population, climatic changes.

Have students make a chart to compare anticipated American problems with anticipated future problems in such countries as England and France.

Have students discuss world interdependence, e.g., if disaster occurs in one area other countries are also affected.

MATERIALS

Simulations:
Cope (A simulation activity of adapting to change as anticipating the future). Interact. (M, H)

Tone (A simulation of a Congressional hearing on genetic engineering). Interact. (M, H)

Explosion (A simulation of a society's struggle to solve its population problems, 1980-2015). Interact. (M, H)

INTERESTING FACTS ABOUT AMERICAN INDIANS[1]

- Used aspirin to relieve pain and had pharmacological knowledge of natural drugs equal to modern knowledge.
- Longfellow's Hiawatha was modeled after an Iroquois Indian cultural hero.
- Creeks and Cherokees once voted the death penalty for a Chief who turned over land to the "white man."
- Baked beans were invented by the Indians long before they became known as a product of Boston.
- The St. Louis area once had scattered sites of (Indian) pyramids.
- Dreams were interpreted by Iroquois Indians one hundred years before Freud.
- The Algonquian language was used for the first Bible printed in America.
- "Life after death" was a belief of certain Indian tribes.

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[1] From "America's Fascinating Indian Heritage," Reader's Digest, March 1984.

NAVAJO AND HOPI INDIANS
(1984-1985)

These tribes:

- now live on a reservation (in Arizona) which is the size of West Virginia.
- Hopi's area is rich in mineral resources but unemployment is high.
- Hopi have been in Arizona 2,500 years.
- Navajo moved into area through government relocation and now make up largest Indian group of the area.
- communicable diseases are high because of water shortage and poor sewage facilities.
- Bureau of Indian Affairs (Washington, D.C.) often dictates rules for reservation.
- winter of 1984-85 was severe to Indians living in remote areas: they suffered food shortages; some had no running water or electricity.
- when Federal budget is cut Indian Health & Sanitation services are reduced.
- conflicts exist between modern changes and old practices.
- many Navajo and Hopi Indians live in city areas of Arizona and not on government reservations.

EXPLORERS WHO SAILED IN THE NAME OF SPAIN (1500s-1600s)

Explorer	Nationality/Exploration
Cabeza de Vaca, Alvar Núñez	Spanish - explored the Gulf Plains from Texas to Mexico
Francisco Váquez de Coronado	Spanish - explored the American Southwest and moved as far north as the Kansas plains
Hernando de Soto	Spanish - explored the American Southeast, explored the land from Florida to the Mississippi River
Juan de Oñate	Spanish - Explored the American Southwest; colonized the territory now called New Mexico
Juan Ponce de León	Spanish - Explored Florida

CHRISTOPHER COLUMBUS[1]

"Christoforo Colombo" (Italian) was born in Genoa, Italy, in 1451. He was named for Saint Christopher and was known by the Latin form of his name Columbus. A legend has it that his task as a young man was to help people across a great river where there was no bridge. He carried a young child across this river whose weight seemed to increase with each step taken by Christopher; his weight seemed like the weight of the world. The young child turned out to be Christ. Later the bearer was named Saint Christopher as the name Christopher is translated to mean "Christ Bearer." (Saint Christopher is also known by some as the patron saint of workers and travelers.)

Domenico Colombo, Christopher's father, was a wool weaver as were most of the working population in Genoa.

Bartholomew and Diego were his brothers. (There were two other children in the Columbus family. There names were not indicated in the two references used for this report.)

Susanna Fontanarossa, his mother, spent long hours working at the looms helping Domenico with his vocation.

Christopher liked to "slip off" from working with his father to go to the docks to hear the tales told by sea captains and sailors. He also saw merchandise they brought home (sometimes spices, gold, and silks) from China or Japan.

Explorers from Portugal and other sailors had not found a new ocean route to the Indies (India, China, East Indies, and Japan). Ships would dock at certain ports for men to unload the goods to be carried on shore. Then the goods were placed on caravans of camels, mules, or horses to be carried overland across miles to the next seaport. Items that bandits did not confiscate were loaded on other ships to be transported to various seaport towns. Another route, if discovered, would make it easier to acquire goods and transport them by sea eliminating the overland routes. Sailors knew of only one route to the Indies and that was to sail around Africa. Columbus believed that there was an easier route which would be to sail due west. Detailed maps at the Atlantic and Pacific Ocean areas did not exist to prove that this could be done.

Christopher wanted to find a cheaper, shorter, and safer route to the Indies, avoiding having to travel overland with goods. Overland transportation increased the cost of merchandise once it reached its destination.

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[1] From Ruth C. Weir's Christopher Columbus (New York: Row Peterson and Company, o.p.) and The World Book Encyclopedia, 1982 ed., S.V. "Columbus, Christopher," by S. E. Morison.

Christopher had his first experience at sea at the age of about nineteen or twenty. Over a period of years, he sailed to Portugal, Spain, and Africa. He learned to read the maps which were available at that time, and he also became a great navigator.

He moved to Lisbon where seamen from many countries lived. A famous school had been started by Prince Henry for navigators in Lisbon. Christopher became a map maker as well as a book seller, and his brother Bartholomew worked with him. While selling books, Christopher had an opportunity to read many books including one which was written by Marco Polo telling about his travels to the Far East. (The printing press had been invented.)

Christopher married Felipa de Perestrello (in about 1479) and moved to Madeiras, an island her father helped to discover. Felipa's father at one time was a navigator for Prince Henry. Shortly after the birth of their son Diego, Felipa died.

Moving back to Lisbon armed with a plan for sailing due west to acquire spices and gold and with information he received from Toscanelli (a great scientist of that time), Christopher decided to seek a meeting with King John II of Portugal.

The King listened as Christopher told of his plan and expressed his desire for three ships, a percentage of the profits from the trade his voyage would generate, a title of nobility, and privileges for his son after Christopher's death. King John II, based on information received from the knowledgeable sailors of that time, turned Columbus down. The year was 1482.

Christopher left for Spain to discuss his plans with King Ferdinand and Queen Isabella of Spain.

When he arrived in Spain (1485) with Diego, who was five years old, disappointment was again met. Spain was involved in a war with the Moors; therefore, the King and Queen had no time to listen to Christopher's plans. He was kept waiting six years before his plans could be discussed by the King and Queen. (During this wait Columbus was on the royal payroll.) Also during this period of time another son (1488) was born named Ferdinand.

The Court scientists and advisors based on their knowledge did not think Christopher's plans were very good after hearing them. With this information as well as disapproval of Christopher's requests for himself and sons (title, honor, and sharing the benefits of trade) the King and Queen dismissed him from their court. (No other sailor had asked for as much as Christopher had requested.)

Christopher's brother Bartholomew worked with him on his sea voyage plans. While Christopher was in Spain, Bartholomew tried to interest Henry VII of England and Charles VIII of France in the plans to find the Indies by sailing due west.

Later Queen Isabella was persuaded by Louis de Santangel, the royal treasurer, to provide Christopher with the money and ships needed for his voyage. Spain, like many other countries at that time, did not have access to the spices that we take for granted today. Foods without these seasonings were very bland. If Spain could acquire a route which would provide spices to sell to other countries, she would be richer. Spain was also looking for new land acquisition, gold, gems, and drugs as well as a means of spreading the Catholic religion.

As was requested, Christopher was given command of three ships: the Santa Maŕia (the largest and the one which carried Christopher), the Pinta, and the Niña. This was a voyage sailors had never undertaken--an adventure into the unknown.

Columbus was given about $14,000 from the royal treasury to supply the needs for the voyage.

Christopher's sons were left at a school in Cordova where they would be safe until he returned. But many people came to see the men off. Many cried for fear that they would never see their sons, fathers, or husbands again.

The Santa Maŕia was manned by forty (40) men; the Niña, twenty-four (24), and the Pinta, twenty-six (26). All of these vessels were made of wood and had no motor. Movement of the ships were controlled by the sails and wind. Cooking to be done was initiated on deck in a fire box fueled by wood.

The voyage started uneventfully. The weather was good and the men were excited about finding gold and other treasures. As the voyage continued, the men on all three ships became restless and fearful. They told each other tales of great sea monsters eating ships and of men being lost and never found. They also discussed their thoughts of not knowing what lay ahead of them. Their imaginations ran wild because no one before them had ever traveled the route they were now exploring. Rebellion broke out on the ships. Columbus promised the men that he would turn back to Spain if land was not sighted in a few days. They had been sailing since the first of September, 1492.

Columbus did not have navigational instruments as would be used by explorers coming in later years. Most of his course would be computed by his knowledge of latitude from the North star and his own estimates (guess work) of where land would be found.

On October 12th, a sailor from the Pinta spotted land (after thirty-six days of travel). Columbus believed that the ships had landed on an island in the Indies. In his journal he recorded that the people (Arawak Indians) who lived there (he called them Indians to denote the Indies) were friendly and physically very handsome. He gave them strings of beads as well as other items. They in turn gave him balls of cotton thread, fruit, parrots, and other gifts. Christopher planted the flag of Spain on the island claiming the area for the country for which he sailed. The three ships had actually landed at one of the Bahama Islands off the coast of Florida. Christopher named the island San Salvador which means Holy Savior (later to become the Watlings Island).

A few days later Columbus and crew set sail to find China and Japan. He discovered another island, Cuba. He thought he had reached an area of China. There he saw men smoking cigars. Tobacco had never been seen in Europe before this time. Hispaniola was also found during this time. The sailors spent Christmas Eve near Cap-Haitien.

The Santa María went aground on some rocks. Almost all of the goods/supplies aboard were salvaged by the crew and help from men who were native to the area. A fort was built from the wrecked ship. Some of the men stayed behind to look for gold while the others left with Columbus on the Niña and Pinta for Spain.

The homeward voyage was very rough. A storm at sea nearly sank the Niña and caused the sails to be ripped off, and the Niña and Pinta were separated because of the storm.

On March 15, 1493, the Niña and Pinta arrived in Spain (within hours of each other) to cheers and shouts for a successful voyage. Some captured Indians, fruit, parrots, and trees were brought back for the King and Queen. (This was also done to prove that they had found a new route to the Indies.) Columbus also brought gold (a mask of solid gold) but not as much as he had hoped to have.

Christopher kept a journal to record events, land sighted, and experiences throughout his voyage. (His journal has been copied in many languages because of its historical value as well as providing exciting reading.)

The King and Queen were impressed as Columbus told them and their court of the lands and discoveries made for Spain. He was given a grand reception and received the title of Admiral of the Ocean Sea as well as Viceroy of the Indies.

Spanish colonies were developed in areas discovered by Columbus including those he found during his next four voyages.

On Columbus' second voyage (1493) he was provided with seventeen (17) ships to carry about 1,000 men to colonize "the New World." It took them twenty-one (21) days to reach Cap-Haitien. All of the men Columbus had left in his first voyage had been killed by the Indians of the island.

Columbus's men had mistreated the Indians, and they, in turn, retaliated. Instead of stopping at Cap-Haitien, Columbus sailed eastward and founded Isabella (Hispaniola). Diego was left in charge while Columbus sailed on to further explore Cuba (1494).

In 1498, Columbus made his third voyage to the Americas looking for gold. Trinidad and the coast of Venezuela were explored. His fleet spotted the Paria Peninsula (probably Yacua). Columbus in his journey called this area the "other world."

Columbus' fourth voyage took place on May 9, 1502. Four vessels: La Capitana, Santiago de Palos, La Gallega, and the Vizcáina sailed to America. Ferdinand who was thirteen (13) sailed with his father. (He wrote an account of this voyage many years later in a biography of his father.) At least one third of the crew were boys between the ages of thirteen (13) and eighteen (18). In this voyage Columbus was seeking a passage to the Indian Ocean between Cuba and South America. Columbus speculated that China was a short distance from this area. He sáiled to ports Jamaica, Costa Rico, and Panama. Bartholomew and Diego, Columbus's brothers, also sailed with him.

He was able to acquire copper and gold objects as masks, disks, and pendants shaped like birds from the Indians of Costa Rico and Panama. In Veragua he found gold that could be easily mined and was plentiful. But the Indians, (Guaymi) of the areas did not want the Spaniards to stay. A fight erupted and the Spaniards were forced to leave but not before many of them were killed. Their voyage back to Spain was delayed for a year because the vessels (Captitana and Santiagos) used for sailing leaked and were in need of repair. Columbus and crew spent a year in Jamaica until assistance could be sought from the Spanish colony in Hispaniola. The crew arrived in Sanlúcar, Spain, on November 7, 1504.

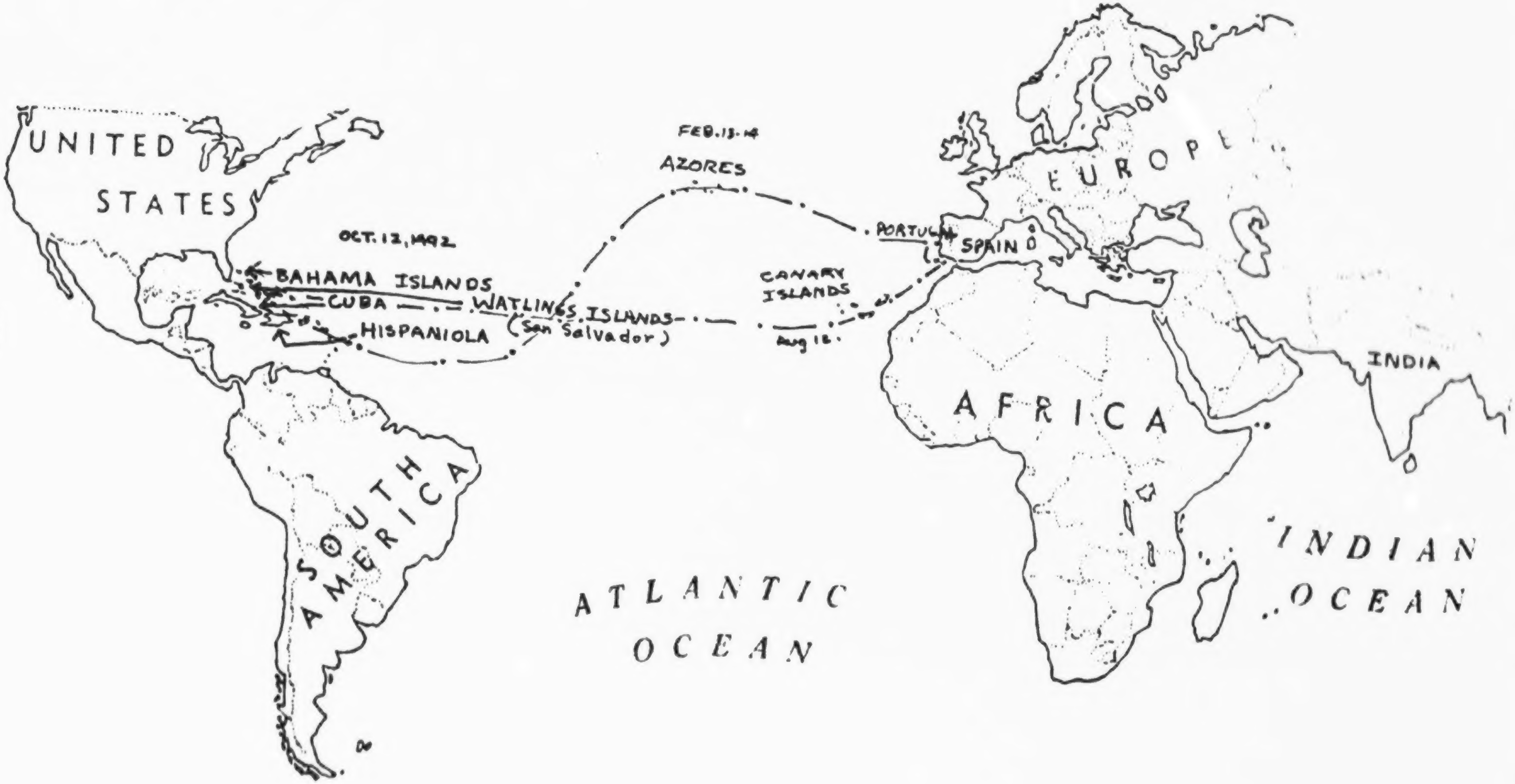
Queen Isabella died (1504) before Columbus was allowed to come to the Spanish court to tell of his adventures. Columbus received little attention from King Ferdinand thereafter.

Columbus's health in later years was not good, and he suffered from arthritis to the point that he was hardly able to move. Columbus had money for living expenses but wanted governorship and a share of the Americas trade restored to him. He spent his last remaining months traveling by mule, experiencing extreme pain, to the King's court in hopes that the King would meet with him and restore those things to which he was entitled.

Columbus died on May 20, 1506. His sons, Diego and Ferdinand, were with him as well as Captain Méndez and faithful servants. (In later years Columbus' body was moved from Spain by his grandson for burial in Santo Domingo.)

Columbus never knew how important his voyages were. Though surrounded by many hardships and loss of lives these voyages opened lasting contacts between Europe and the Americas.

COLUMBUS' 1492 VOYAGE TO THE NEW WORLD


UNITED STATES
OCT. 12, 1492
BAHAMA ISLANDS
CUBA
WATLINGS ISLANDS (San Salvador)
HISPANIOLA
FEB. 13-14
AZORES
PORTUGAL
SPAIN
CANARY ISLANDS
Aug 12
EUROPE
AFRICA
INDIA
SOUTH AMERICA
ATLANTIC OCEAN
INDIAN OCEAN

CONTINENTAL CONGRESS OF 1774 and 1775

- The 1774 Congress was originally a convention of delegates from the American Colonies which first met in Philadelphia on September 5, 1774.

- This first meeting was arranged to bring about unity against acts of the English Parliament aimed at particular colonies. Fair treatment by England for individual colonies was the main goal, not independence.

- Fifty-six delegates representing twelve colonies attended the first meeting. No delegates were sent from Georgia, but the colony had agreed to support plans made during the meeting.

- Virginia's Peyton Randolph was chosen president of the Congress.

- All twelve colonies had equal voting power.

- Samuel Adams, George Washington, Patrick Henry, Richard Henry Lee, John Adams, John Jay, Joseph Galloway, John Dickinson, and Peyton Randolph were leaders of the Continental Congress.

- England had denied the Colonists the right of "self government."

- The Congress did not seek representation with Parliament but agreed not to trade with England or buy its products until its policies on trade and taxation had been changed.

- The Congress claimed the right for each colonial assembly to meet and draw up laws on any subject except foreign trade.

- The second Congress met in Philadelphia in 1775 because British policies had not changed. A discussion of the fight which had broken out between Massachusetts farmers and English troops was also discussed.

- New members of Congress included Thomas Jefferson, Benjamin Franklin, and John Hancock.

- The Congress assumed the governmental function of organizing an army with George Washington appointed as Commander-in-Chief.

- The Congress also wrote its reasons for taking up arms and appealed to the King of England to straighten out matters to avert war.

- When war did occur, the Congress encouraged each colony to establish itself as an individual state.

- July 4, 1776, the Congress adopted the Declaration of Independence and drew up an outline for union of states which resulted in the Articles of Confederation.

- The Congress continued to meet until March 1, 1781 when a Congress authorized by the Articles of Confederation took over.

- Henry Middleton, John Hancock, Henry Laurens, John Jay, Samuel Huntington, Thomas McKean, John Hanson, Elias Boudinot, Thomas Mifflin, Richard Henry Lee, Nathaniel Gorham, Arthur St. Clair and Cyrus Griffin also served as presidents of the congress.

DECLARATION OF INDEPENDENCE: FACSIMILE AND EXPLANATION

In the original draft (before final editing) of the Declaration of Independence, the following charge was directed against King George III by Thomas Jefferson.

> . . . He has waged cruel war against human nature itself, violating its most sacred rights of life and liberty in the persons of a distant people who never offended him, captivating them and carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. This piratical warfare, the opprobrium of infidel powers, is the warfare of the Christian King of Great Britain. Determined to keep open a market where MEN should be bought and sold, he has prostituted his negative for suppressing every legislative attempt to prohibit or to restrain this execrable commerce; and that this assemblage of horrors might want no fact of distinguished die, he is now exciting these very people to rise in arms among us, and to purchase that liberty of which he deprived them, by murdering the people on whom he also obtruded them; thus paying off the former crimes committed against the liberties of one people, with crimes he urges them to commit against the lives of another.[1]

(The following page shows the above paragraph written in Thomas Jefferson's hand and enlarged for this guide.)

This accusation would have been the final charge against King George III but was deleted at the request of delegates from Georgia, South Carolina, and some New England slave trading states. For additional information, see The American Destiny, An Illustrated Bicentennial History of the United States, CT: Danbury Press, 1975.

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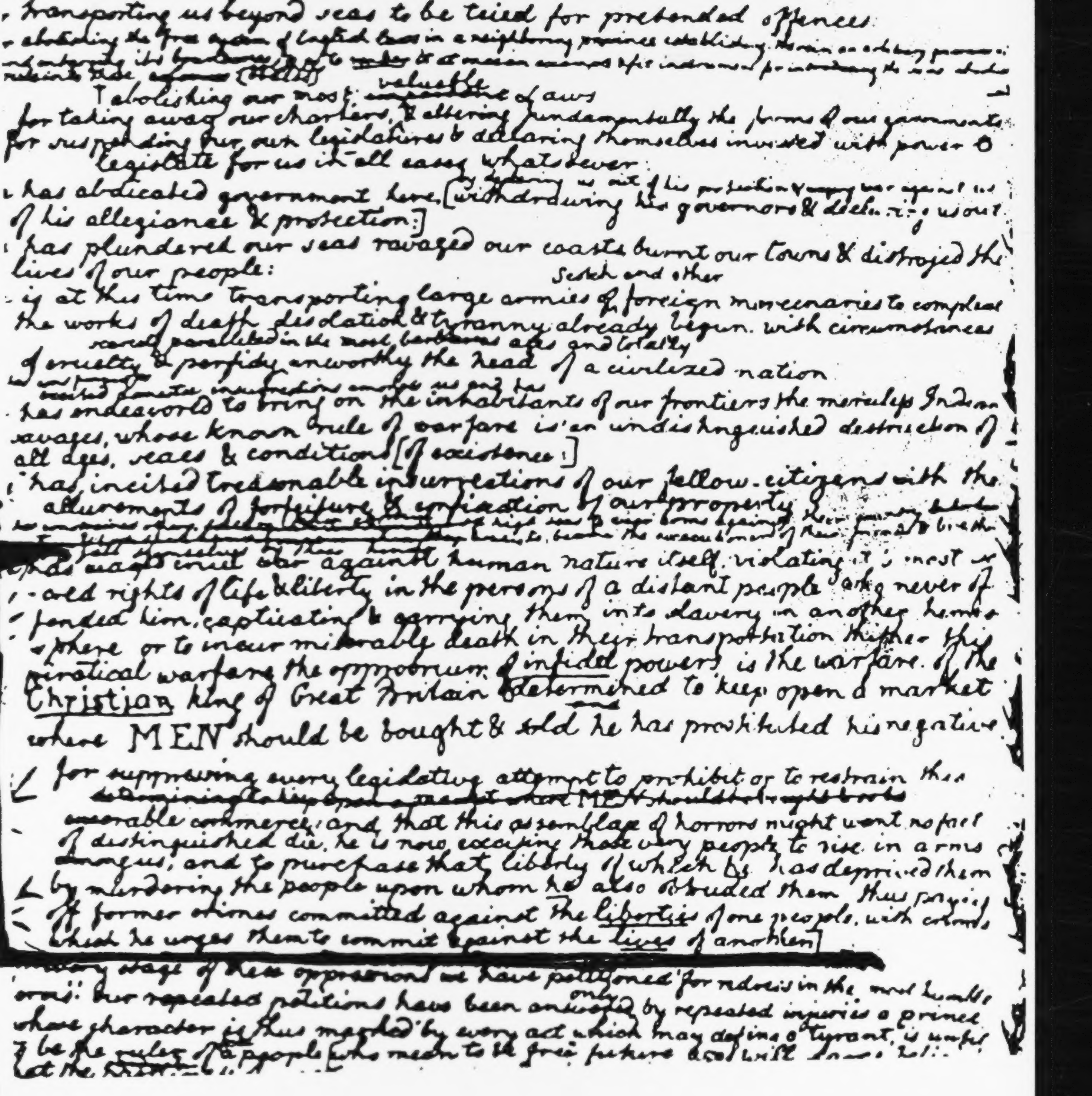
[1] From Peter M. Bergman, The Chronological History of the Negro in America (New York: Harper and Row, 1969), p. 52.



transporting us beyond seas to be tried for pretended offences:
abolishing the free system of English laws in a neighboring province establishing therein an arbitrary government and enlarging its boundaries so as to render it at once an example & fit instrument for introducing the same absolute rule into these [states]

abolishing our most ~~important~~ valuable laws
for taking away our charters, & altering fundamentally the forms of our governments;
for suspending our own legislatures & declaring themselves invested with power to legislate for us in all cases whatsoever:
has abdicated government here, by declaring us out of his protection & waging war against us [withdrawing his governors & declaring us out of his allegiance & protection:]
has plundered our seas, ravaged our coasts, burnt our towns & destroyed the lives of our people:
is at this time transporting large armies of foreign mercenaries Scotch and other to compleat the works of death, desolation & tyranny already begun with circumstances of cruelty & perfidy scarcely paralleled in the most barbarous ages and totally unworthy the head of a civilized nation
has excited domestic insurrections amongst us and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes & conditions [of existence:]
has incited treasonable insurrections of our fellow-citizens with the allurements of forfeiture & confiscation of our property:
he has constrained others taken captives on the high seas to bear arms against their country & to become the executioners of their friends & brethren, or to fall themselves by their hands.
has waged cruel war against human nature itself, violating it's most sacred rights of life & liberty in the persons of a distant people who never offended him, captivating & carrying them into slavery in another hemisphere, or to incur miserable death in their transportation thither. this piratical warfare, the opprobrium of infidel powers, is the warfare of the Christian king of Great Britain determined to keep open a market where MEN should be bought & sold he has prostituted his negative
for suppressing every legislative attempt to prohibit or to restrain this
~~determining to keep open a market where MEN should be bought & sold~~
execrable commerce: and that this assemblage of horrors might want no fact of distinguished die, he is now exciting those very people to rise in arms among us, and to purchase that liberty of which he has deprived them by murdering the people upon whom he also obtruded them: thus paying off former crimes committed against the liberties of one people, with crimes which he urges them to commit against the lives of another.]
in every stage of these oppressions we have petitioned for redress in the most humble terms: our repeated petitions have been answered only by repeated injuries. a prince whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a people who mean to be free. future ages will scarce believe that the hardiness of one man

BEST COPY AVAILABLE

DECLARATION OF INDEPENDENCE[1]

The first section of the Declaration is called the Preamble. It gives reasons why the Continental Congress felt it was necessary to write the Declaration of Independence. This was done to let the world know why the colonies were breaking ties with Great Britain.

THE PREAMBLE

> When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.--

In the next section the writers of the Declaration stated their rights. At the time of the writing, the content was directed to the rights of white men only. This excluded women, Indians, and Afro-Americans. In later years, with a change in national attitudes and laws, the interpretation of "all men" includes people of all races and both sexes.

This section also outlines the responsibility of the government to its people and how people should alter their government if it fails them.

RIGHTS DECLARED

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--
>
> That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.--

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[1] "Declaration of Independence." The World Book Encyclopedia, Bk. D, 5. Chicago, IL: World Book--Childcraft International, Inc., 1982.

> That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--

In the third section charges are brought against King George III of Great Britain.

INDICTMENTS AGAINST KING GEORGE III

> Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.--
>
> He has refused his Assent to Laws, the most wholesome and necessary for the public good.--
>
> He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.--
>
> He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.--
>
> He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures.--
>
> He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.--

He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.--

He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migrations hither, and raising the conditions of new Appropriations of Lands.--

He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers.--

He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries.--

He has erected a multitude of New Offices, and sent hither swarms of Officers to harrass our people, and eat out their substance.--

He has kept among us, in times of peace, Standing Armies without Consent of our legislatures.--

He has affected to render the Military independent of and superior to the Civil power.--

He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation:--

For quartering large bodies of armed troops among us:--

For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the inhabitants of these States:--

For cutting off our Trade with all parts of the world:--

For imposing Taxes on us without our Consent:--

For depriving us in many cases, of the benefits of Trial by Jury:--

For transporting us beyond Seas to be tried for pretended offences:--

For abolishing the free System of English Laws in a neighboring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instrument for introducing the same absolute rule into these Colonies:--

For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Governments:--

> For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.--
>
> He has abdicated Government here, by declaring us out of his Protection and waging War against us.--
>
> He has plundered our seas, ravaged our Coasts, burnt our towns, and destroyed the lives of our people.--
>
> He is at this time transporting large Armies of foreign Mercenaries to compleat the works of death, desolation and tyranny, already begun with circumstances of Cruelty & perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation.--
>
> He has constrained our fellow Citizens taken Captive on the high Seas to bear Arms against their Country, to become the executioners of their friends and Brethren, or to fall themselves by their Hands.--
>
> He has excited domestic insurrections amongst us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions.

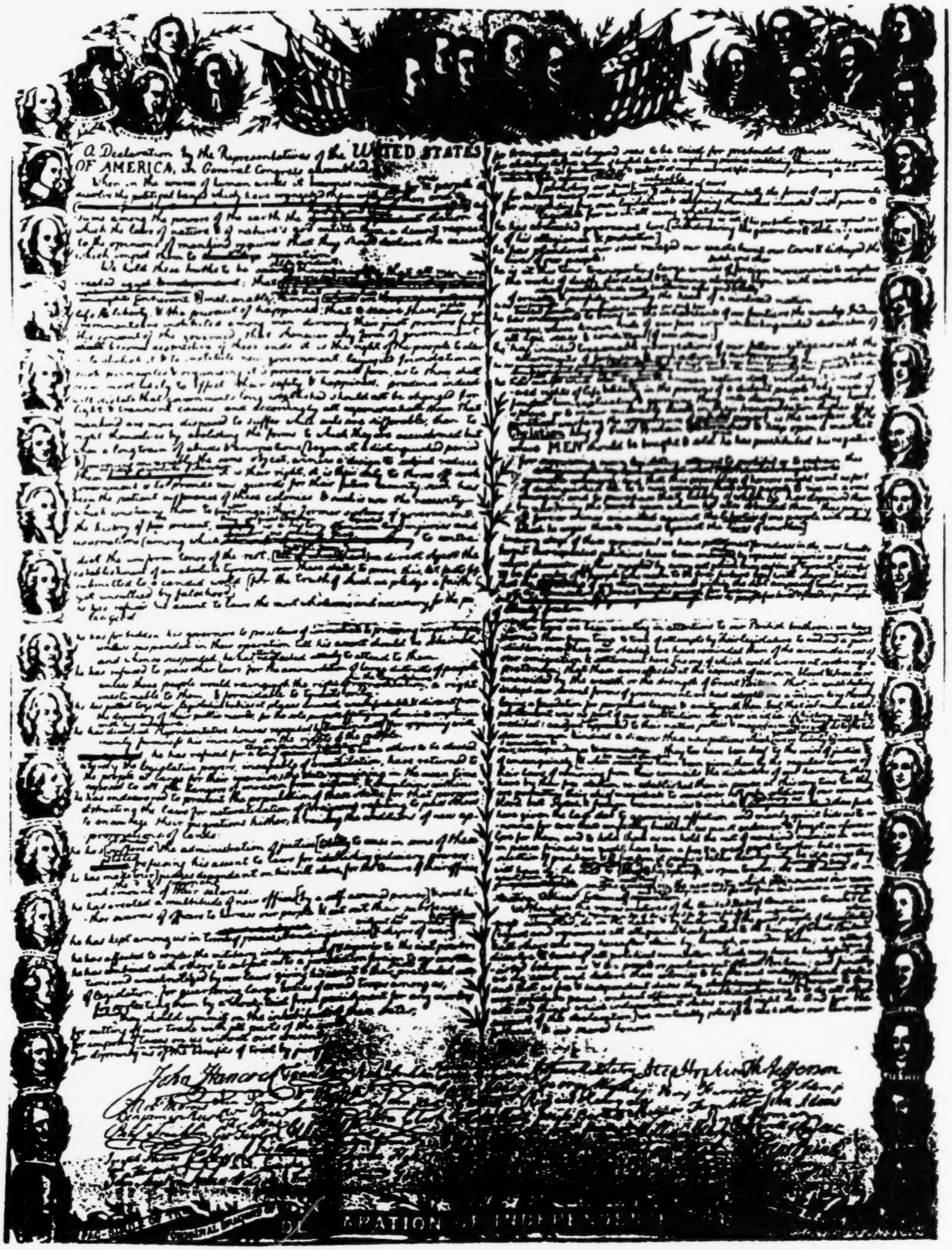
In the last section of the document the Continental Congress states that they have declared themselves free and independent of British Rule.

INDEPENDENCE STATEMENT

> In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince, whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people.
>
> Nor have We been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which, would inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.--

We, therefore, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.--

And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.



A Declaration by the Representatives of the UNITED STATES OF AMERICA, in General Congress assembled.

DECLARATION OF INDEPENDENCE

BEST COPY AVAILABLE

SIGNERS OF THE CONSTITUTION

1. George Washington
2. Benjamin Franklin
3. James Madison, Jr.
4. Alexander Hamilton
5. Gouverneur Morris
6. Robert Morris
7. James Wilson
8. Charles C. Pinckney
9. Charles Pinckney
10. John Rutledge
11. Pierce Butler
12. Roger Sherman
13. William S. Johnson
14. James McHenry
15. George Read
16. Richard Bassett
17. Richard D. Spaight
18. William Blount
19. Hugh Williamson
20. Dan of St. Thomas Jenifer
21. Rufus King
22. Nathaniel Gorham
23. Jonathan Dayton
24. Daniel Carroll
25. William Few
26. Abraham Baldwin
27. John Langdon
28. Nicholas Gilman
29. William Livingston
30. William Paterson
31. Thomas Mifflin
32. George Clymer
33. Thomas FitzSimons
34. Jared Ingersoll
35. Gunning Bedford, Jr.
36. Jacob Broom
37. *John Dickinson
38. John Blair
39. David Brearley
40. *William Jackson

*Were absent during the signing but had another delegate to sign for them.

INVENTIONS 1800-1899

List inventions of the 1800-1899, describe their use, and tell how people provided for themselves without the invention. Research to find information.

Invention	Use	How people provided for themselves prior to the invention
Can opener - 1810		
Nail clipper - 1866		
Coat hanger - 1869		
Automatic lubricator - 1872		
Typewriter - 1873		
Film (Roll form) - 1880		
Kodak camera - 1888		
Ballpoint pen - 1888		
Razor blade - 1895		
Golf tee - 1899		

HATFIELD AND McCOY FEUDS

The Hatfield family lived in or near Williamson, West Virginia. The McCoys lived across the state line on the Kentucky side. The feud between these two families reportly started when Anderson "Anse" Hatfield, a Confederate soldier was ambushed by Harmon McCoy, a private in the Union Army. Revenge for this Civil War murder was initiated followed by years of back and forth retaliations between the two families, and these family killings continued for over forty years.

Note: For more information on Kentucky feuds resulting from the Civil War, see the Kentucky Reader, March 25, 1985, Vol. 2, No. 22. For subscription information on this weekly classroom magazine, write the Kentucky Reader, Box 227, Jackson, KY 41339.

INTERESTING FACTS ABOUT THE CIVIL WAR

Senator George B. Crittenden of Kentucky had two sons who were major generals during the Civil War, one Union the other Confederate.

Some events which occurred for the first time as a result of the Civil War were as follows:

1. A workable machine gun; repeating rifle; anti-air craft.
2. An organized medical and nursing corp.
3. The use of anesthetics for the wounded; army ambulance corp; hospital ships.
4. Telescopic sites for rifles; long-range rifles for general corp use.
5. Naval torpedoes; aerial reconnaissance (gas balloons, flame throwers).
6. Railroad artillery.
7. A snorkel breathing device; the periscope for trench warfare.
8. Legal voting for servicemen.
9. Creation of the U.S. Secret Service.
10. The Medal of Honor.
11. Taxes (income, tobacco, cigarette, withholding).
12. Photography of battles; press correspondence in battle areas.
13. A U.S. President was assassinated.
14. Thousands of men went into battle with body armor (heavy casualties proved the inefficiency of this gear).

Music

Music was used to raise morale during the Civil War (Federal musicians drew higher pay than privates in the Army; hats were passed around for collections after each concert). Most Confederate bands were small and usually had German musicians. The bugle call "Taps" was written during this war to call federal troops for General Daniel Butterfield.

Ages of Soldiers	30% were under 21, 30% were 21 to 24, 30% were 25 to 30, 10% over 30
Names of the Civil War Conflict	War Between the States The Late Unpleasantness The Late Friction
Foreigners Who Fought During the Civil War	Germans, Irish, French, Spanish, Italian, Swiss, Hungarians, Prussians

AFRO-AMERICANS IN THE CIVIL WAR 1861-1863[1]

Afro-Americans:

- during the early phase of the Civil War tried to enlist with Union regiments but were refused because the war was considered "a white man's war."
- by large numbers flocked to Union camps as Northern troops moved into Confederate territories and were declared contraband.
- also worked in factories or on farms maintaining the economy for whites who joined the military.
- were allowed to join the war effort through congressional acts in 1862 (Confiscation Act and the Militia Act) because of increasing Union defeats and the decline of white recruitments.
- served as cooks, laborers, nurses, scouts, and spies (about 200,000) during the early war phase.
- numbered about 180,000 in the Union army with some 30,000 serving in the Union forces during the latter phase of the war; they fought as soldiers and sailors.
- prior to 1864, received only about half the pay of white soldiers/sailors and were often jailed or shot for protesting for equal pay.
- served in all-Negro regiments led mostly by white officers.
- officers numbered about one hundred (100). Twenty one Afro-Americans received the Congressional Medal of Honor at the end of the war.
- fought in more than 190 battles with approximately 68,000 soldiers and sailors being killed or wounded by Confederate (as well as Union) soldiers.
- soldiers/sailors were fiercely attacked by Confederate troops and in one instance (battle at Fort Pillow, Tennessee, 1864) were massacred when they surrendered.
- because of the desperate need of soldiers, may have had to serve in the Confederate army if the law passed by the Confederate Congress had been allowed to take effect; the ending of the war prevented this. The Confederate law of 1865 would have required slave holders to provide the Confederacy with 300,000 slave-soldiers.

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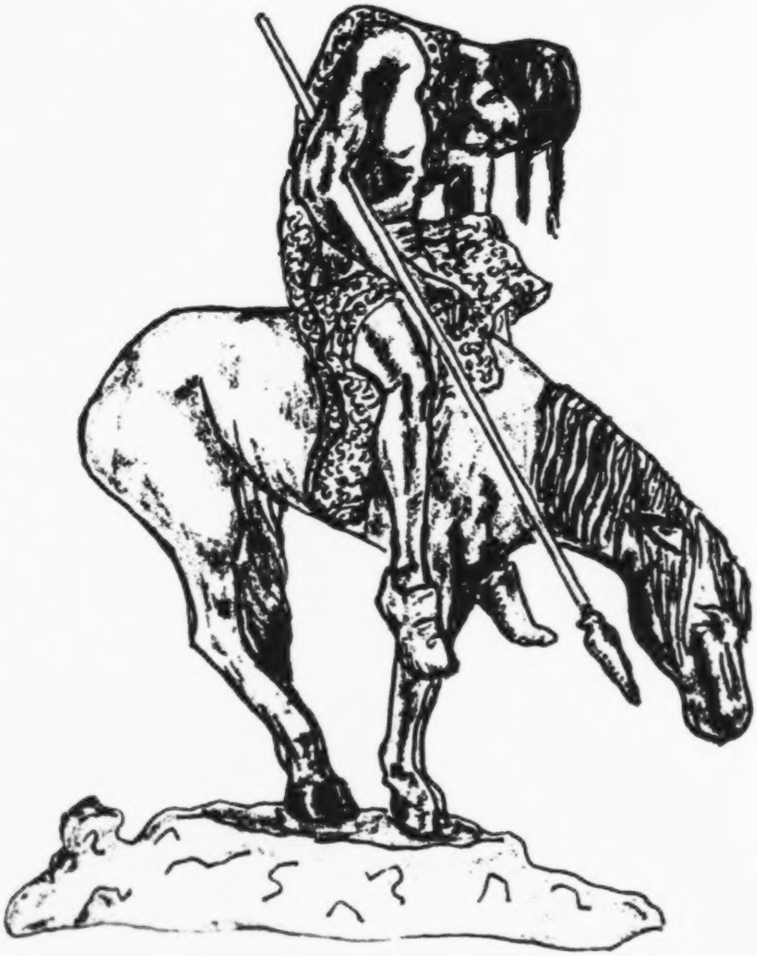
[1] Adapted from "Negroes in the Civil War," The World Book Encyclopedia, Ci-Cz, Vol. 4, World Book--Childcraft International, Inc., 1981, p. 480.

THE END OF THE TRAIL (facsimile)



This drawing is a facsimile of James Earle Fraser's marble sculpture, "The End of the Trail," which is housed in The Cowboy Hall of Fame in Oklahoma City, Oklahoma.

CHILD LABOR

1700-1800

During the Industrial Revolution (1700s-1800s) children under the age of 10 (some as young as 5 or 6) in Great Britian, the United States, and other countries were employed to work in mills, factories, and other places of employment. Generally children that worked came from families of little income; sometimes their parents were unemployed and wages earned by the child helped the family to survive. Orphans were often forced to work in factories. These children worked in mines and with dangerous factory machines for long hours a day. Some children worked 16 hours a day on their jobs, but all the young children hired worked for very little pay. Sometimes children were even chained to their machines to make sure that they would complete their jobs. Work sites generally were dark, cold, sometimes damp, and always not well ventilated. Children suffered some of the following as a result of working:

- long-term health problems as tuberculosis, colds, stunted growth, arthritis
- death (some children fell into operating machines due to lack of sleep)
- physical impairments as a result of losing limbs in accidents, or back/ joint problems from lifting weights only adults should have handled
- mental depression
- no formal education

1830-1930

During the span of 1830 to 1930, child labor practices were changed as a result of protests from various individuals and social reform movements as well as laws passed by governments. Charles Dickens in his writings exposed the horrors related to child labor. One such work was Oliver Twist. As the result of continual protests, laws were passed in Great Britian, the United States, and Canada as well as other countries regulating the employment of children. Most children now working are teenagers, and generally this population holds only part-time jobs; however, in Asia and many other parts of the world children under the age of eighteen are employed to work full time.

HOLOCAUST STATISTICS[1]

The information below represents the number of European Jewish men, women, and children who lost their lives during Adolph Hitler's political regime, 1933-1945.

Italy	8,000
Romania	40,000
Yugoslavia	60,000
Austria	65,000
Greece	65,000
France	68,000
Latvia	80,000
Holland	106,000
Bukovina	124,632
Lituania	135,000
Germany	160,000
Hungary	200,000
Bessarabia	200,000
Czechoslovakia	217,000
Soviet Union	1,000,000
Poland	3,000,000
	5,528,632

In addition, 5,000,000 non-Jewish persons (gypsies, Poles, Czechs, Russians, handicapped persons, homosexuals, "enemies of the government," and the mentally ill) were also eliminated during the Holocaust.

---

[1] Source: Courier Journal (21 April 1985) and Louisville Times (24 April 1985).

RELOCATION OF JAPANESE AMERICANS

WORLD WAR II

After the bombing of Pearl Harbor by Japan on December 7, 1941, Japanese American citizens became the target of hostilities. Much unreasonable anger was directed at these citizens because of the Pearl Harbor bombing.

The federal govenment operating without documented evidence issued decrees which made it possible for military personnel of various states to move Japanese Americans to relocation camps. More than 110,000 such persons were transported approximately to ten armed centers in remote areas of the U.S. (most on the west coast). This was done because it was felt that Japanese Americans posed a security risk especially in light of a possible Mainland Japanese attack on the coastal areas of the United States.

Japanese Americans lost their homes, jobs, personal possessions, and businesses when moved to relocation camps. Many of these citizes remained in the relocation camps for the duration of the war (four years). Upon release, some had to relearn skills to find employment while others experienced extreme difficulty in securing employment.

Numerous Japanese Americans requested to join the U.S. armed forces. Eventually many were allowed to enlist and did take part. Not one case of disloyalty was found or charged against any of the Japanese Americans who were interred in relocation camps.

Still other Asian peoples were equally vexed as they often were mistaken for Japanese.

WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION
Presidio of San Francisco, California
April 1, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY
Living in the Following Area:

All of San Diego County, California, south of a line extending in an easterly direction from the mouth of the San Dieguito River (southwest of Del Mar), along the south side of the San Dieguito River. Lake Hodges, and the San Pasqual River to the bridge over the San Pasqual River at or near San Pasqual; thence easterly along the southerly line of California State Highway No. 78 through Ramona and Julian to the eastern boundary line of San Diego County.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Wednesday, April 8, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a.m. Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1919 India Street
San Diego, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.

2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.

3. Provide temporary residence elsewhere for all Japanese in family groups.

4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 a.m. and 5:00 p.m. Thursday, April 2, 1942, or between 8:00 a.m. and 5:00 p.m., Friday, April 3, 1942.

2. Evacuees must carry with them on departure for the Reception Center, the following property:
   (a) Bedding and linens (no mattress) for each member of the family;
   (b) Toilet articles for each member of the family;
   (c) Extra clothing for each member of the family;
   (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family.
   (e) Essential personal effects for each member of the family.

   All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions received at the Civil Control Station.

   The size and number of packages is limited to that which can be carried by the individual or family group.

   No contraband items as described in paragraph 6, Public Proclamation No. 3, Headquarters Western Defense Command and Fourth Army, dated March 24, 1942, will be carried.

3. The United States Government through its agencies will provide for the storage at the sole risk of the owner of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.

4. Each family, and individual living alone, will be furnished transportation to the Reception Center. Private means of transportation will not be utilized. All instructions pertaining to the movement will be obtained in the Civil Control Station.

Go to the Civil Control Station at 1919 India Street, San Diego, California, between 8:00 a.m. and 5:00 p.m., Thursday, April 2, 1942, or between 8:00 a.m. and 5:00 p.m., Friday, April 3, 1942, to receive further instructions.

J. L. DeWitt
Lieutenant General, U. S. Army
Commanding

PRESIDENTIAL INFORMATION

Presidential Oath of Office

I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.

Presidents of the United States

	President	Birth/Death (Age at Death)	Birthplace	Occupation/ Profession	Political Party	Age at Inaugu-ration	Date(s) Served	Vice-President
1.	George Washington	Feb. 22, 1732 Dec. 14. 1799 (67)	Wakefield, VA	Planter	None	57	1789-1797	John Adams (1780-1797)
2.	John Adams	Oct. 30, 1735 July 4, 1826 (90)	Braintree, MA	Lawyer	Federalist	61	1797-1801	Thomas Jefferson (1797-1801)
3.	Thomas Jefferson	Apr. 13, 1743 July 4, 1826 (83)	Albemarle Co., VA	Planter, Lawyer	Dem.-Repub.	57	1801-1809	Aaron Burr (1801-1805) George Clinton (1805-1809)
4.	James Madison	Mar. 16, 1751 June 28, 1836 (85)	Port Conway, VA	Lawyer	Dem.-Repub.	57	1809-1817	George Clinton (1809-1812) Elbridge Gerry (1813-1814)
5.	James Monroe	Apr. 28, 1758 July 4, 1831 (73)	Westmoreland County, VA	Lawyer	Dem.-Repub.	58	1817-1825	Daniel D. Tompkins (1817-1825)
6.	John Quincy Adams	July 11, 1767 Feb. 23, 1848 (80)	Braintree, MA	Lawyer	Dem.-Repub.	57	1825-1829	John C. Calhoun (1825-1829)
7.	Andrew Jackson	Mar. 15, 1767 June 8, 1845 (78)	Waxhaw Settlement, SC	Lawyer	Democrat	61	1829-1837	John C. Calhoun (1829-1832) Martin Van Buren (1833-1837)

	President	Birth/Death (Age at Death)	Birthplace	Occupation/ Profession	Political Party	Age at Inaugu-ration	Date(s) Served	Vice-President
8.	Martin Van Buren	Dec. 5, 1782 July 24, 1862 (79)	Kinderhood, NY	Lawyer	Democrat	54	1837-1841	Richard M. Johnson (1837-1841)
9.	William H. Harrison	Feb. 9, 1773 Apr. 4, 1841 (68)	Berkeley, VA	Soldier	Whig	68	1841	John Tyler (1841)
10.	John Tyler	Mar. 29, 1790 Jan. 18, 1862 (71)	Greenway, VA	Lawyer	Whig	51	1841-1845	
11.	James K. Polk	Nov. 2, 1795 June 15, 1849 (53)	near Pineville, NC	Lawyer	Democrat	49	1845-1849	George M. Dallas (1845-1849)
12.	Zachary Taylor	Nov. 24, 1784 July 9, 1850 (65)	Orange County, VA	Soldier	Whig	64	1849-1850	Millard Fillmore (1849-1850)
13.	Millard Fillmore	Jan. 7, 1800 Mar. 8, 1874 (74)	Locke, NY	Lawyer	Whig	50	1850-1853	
14.	Franklin Pierce	Nov. 23, 1804 Oct. 8, 1869 (64)	Hillsboro, NH	Lawyer	Democrat	48	1853-1857	William R. King (1853)
15.	James Buchanan	Apr. 23, 1791 June 1, 1868 (77)	near Mercersburg, PA	Lawyer	Democrat	65	1857-1861	John C. Breckinridge (1857-1861)
16.	Abraham Lincoln	Feb. 12, 1809 Apr. 15, 1865 (56)	near Hodgenville, KY	Lawyer	Republican	52	1861-1865	Hannibal Hamlin (1861-1865) Andrew Johnson (1865)
17.	Andrew Johnson	Dec. 29, 1808 July 31, 1875 (66)	Raleigh, NC	Tailor	Nat'l. Union	56	1865-1869	
18.	Ulysses S. Grant	Apr. 27, 1822 July 23, 1885 (63)	Point Pleasant, OH	Soldier	Republican	46	1869-1877	Schuyler Colfax (1869-1873) Henry Wilson (1873-1875)

	President	Birth/Death (Age at Death)	Birthplace	Occupation/ Profession	Political Party	Age at Inaugu- ration	Date(s) Served	Vice-President
19.	Rutherford B. Hayes	Oct. 4, 1822 Jan. 17, 1893 (70)	Delaware, OH	Lawyer	Republican	54	1877-1881	William A. Wheeler (1877-1881)
20.	James A. Garfield	Nov. 19, 1831 Sept. 19, 1881 (49)	Orange, OH	Lawyer	Republican	49	1881	Chester A. Arthur (1881)
21.	Chester A. Arthur	Oct. 5, 1829 Nov. 18, 1886 (57)	Fairfield, VT	Lawyer	Republican	51	1881-1885	
22.	Grover Cleveland	Mar. 18, 1837 June 24, 1908 (71)	Caldwell, NJ	Lawyer	Democrat	47	1885-1889	Thomas A. Hendricks (1885)
23.	Benjamin Harrison	Aug. 20, 1833 Mar. 13, 1901 (67)	North Bend, OH	Lawyer	Republican	55	1889-1893	Levi P. Morton (1889-1893)
24.	Grover Cleveland	Mar. 18, 1837 June 24, 1908 (71)	Caldwell, NJ	Lawyer	Democrat	55	1893-1897	Adlai E. Stevenson (1893-1897)
25.	William McKinley	Jan. 29, 1843 Sept. 14, 1901 (58)	Niles, OH	Lawyer	Republican	54	1897-1901	Garret A. Hobart (1897-1899) Theodore Roosevelt (1901)
26.	Theodore Roosevelt	Oct. 27, 1858 Jan. 6, 1919 (60)	New York, NY	Author	Republican	42	1901-1909	Charles W. Fairbanks (1905-1909)
27.	William H. Taft	Sept. 15, 1857 Mar. 8, 1930 (72)	Cincinnati, OH	Lawyer	Republican	51	1909-1913	James S. Sherman (1909-1912)
28.	Woodrow Wilson	Dec. 29, 1856 Feb. 3, 1924 (67)	Staunton, VA	Educator	Democrat	56	1913-1921	Thomas R. Marshall (1913-1921)
29.	Warren G. Harding	Nov. 2, 1865 Aug. 2, 1923 (57)	near Blooming Grove, OH	Editor	Republican	55	1921-1923	Calvin Coolidge (1921-1923)

President	Birth/Death (Age at Death)	Birthplace	Occupation/ Profession	Political Party	Age at Inaugu-ration	Date(s) Served	Vice-President
30. Calvin Coolidge	July 4, 1872 Jan. 5, 1933 (60)	Plymouth Notch, VT	Lawyer	Republican	51	1923-1929	Charles G. Dawes (1925-1929)
31. Herbert C. Hoover	Aug. 10, 1874 Oct. 20, 1964 (90)	West Branch, IA	Engineer	Republican	54	1929-1933	Charles Curtis (1929-1933)
32. Franklin D. Roosevelt	Jan. 30, 1882 Apr. 12, 1945 (63)	Hyde Park, NY	Lawyer	Democrat	51	1933-1945	John N. Garner (1933-1941) Henry A. Wallace (1941-1945) Harry S. Truman (1945)
33. Harry S. Truman	May 8, 1884 Dec. 26, 1972 (88)	Lamar, MO	Businessman	Democrat	60	1945-1953	Alben W. Barkley (1949-1953)
34. Dwight D. Eisenhower	Oct. 14, 1890 Mar. 28, 1969 (78)	Denison, TX	Soldier	Republican	62	1953-1961	Richard M. Nixon (1953-1961)
35. John F. Kennedy	May 29, 1917 Nov. 22, 1963 (46)	Brookline, MA	Author	Democrat	43	1961-1963	Lyndon B. Johnson (1961-1963)
36. Lyndon B. Johnson	Aug. 27, 1908 Jan. 22, 1973 (64)	near Stonewall, TX	Teacher	Democrat	55	1963-1969	Hubert H. Humphrey (1965-1969)
37. Richard M. Nixon	Jan. 9, 1913	Yorba Linda, CA	Lawyer	Republican	56	1969-1974	Spiro T. Agnew (1969-1973) Gerald R. Ford (1973-1974)
38. Gerald R. Ford	July 14, 1913	Omaha, NB	Lawyer	Republican	61	1974-1977	Nelson A. Rockefeller (1974-1977)
39. James E. Carter, Jr.	Oct. 1, 1924	Plains, GA	Businessman	Democrat	52	1977-1981	Walter F. Mondale (1977-1981)
40. Ronald W. Reagan	Feb. 6, 1911	Tampico, IL	Actor	Republican	69	1981- (reelected in 1984)	George H. W. Bush (1981-)

GOVERNOR OF KENTUCKY

OATH OF OFFICE[1]

"I do solemnly swear that I will support the Constitution of the United States and the Constitution of this Commonwealth, and be faithful and true to the Commonwealth of Kentucky so long as I continue a citizen thereof, and that I will faithfully execute, to the best of my ability, the office of Governor according to law; and I do further solemnly swear that since the adoption of the present Constitution, I, being a citizen of this state, have not fought a duel with deadly weapons, nor have I acted as second in carrying a challenge, nor aided or assisted any person thus offending, so help me God."

1. Have students discuss the oath of office for Kentucky's Governors and determine why the clauses which have information on duels were included.

2. Have students compare the oath of office said by the Governor of Kentucky with the oath of office repeated by a person accepting mayoralty of the City of Louisville.

3. Have students compare the oath of office said by the President of the United States with the Governor's oath in Kentucky.

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[1] Source of Oath: Kentucky Constitution 1850, Article 8, Section 1.

ELECTION OF A UNITED STATES PRESIDENT[1]

Qualifications

1. Must be a natural born United States citizen
2. Must be a resident of the U.S. for 14 years
3. Must be at least 35 years of age

Selection Process

Political parties (Democrats, Republicans, Independents, and others) hold national conventions at which nominees are selected to run for the presidency. Delegates are sent from each state to the different conventions to represent and vote for their favorite candidate.

A "weeding-out" process takes place, and, finally, the favorites are nominated to run for the office of President and Vice-president. Usually all or most of the delegates try to unite or agree upon the chosen candidate. After the conventions, candidates from the different political parties start campaigning against one another in their own way to win the support of a majority of registered voters.

At the political conventions, the delegates work out their "platform." This is a declaration of principles that their nominee pledges to work toward if elected (such as: "to lower taxes").

Election Process

In the U.S.A., general elections are held on the first Tuesday after the first Monday in November of even-numbered years. On this day, every fourth year, we have elections that determine our president and vice-president as well as other important officials.

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[1] Tom Vantreese, "Electing the U.S. President," Ed News (Frankfort, KY: Kentucky Department of Education [October 1984]), Issue 2, Vol. 25.

Election Day

On election day, registered voters go to the polls to vote for their choices. The votes are counted after the polls are closed for the day, but the president is not elected directly by the people. The law of the Constitution says that the president and vice-president shall be chosen by electors within each state. The electors from a state consist of a number of people equal to the number of that state's congressional Representatives and Senators. Do you know how many electoral votes Kentucky has? Each elector is a representative of the party that gets a majority of votes in the states and casts his or her vote accordingly. These electors meet in December and officially cast their votes. The electoral votes are sent to the president of the Senate, who counts them and officially announces the winner. The general public usually knows, however, within a few hours after the polls close who has won an election.

Electoral Votes

It takes 270 total electoral votes to win the presidency. Some states have more electoral votes than others because of a larger population. The candidates want to win in the "big" states to gain more of the electoral votes.

Absentee Ballot

Because of an improved system, in the U.S.A., a person who is away from home or is physically unable to get to the polls, may still vote by the absentee ballot. That person must qualify to vote in this manner and meet all necessary requirements to be able to do this.

College of Electors

The President is elected in November, and the college of electors formally ratifies the election on the first Monday after the second Wednesday in December, and the inauguration is usually held, the following January 20th. That is when the new President is sworn into office.

The term of office for the President of the United States is for four years, and then another election is held; a person may hold this office for only two terms.

QUESTIONS RELATED TO THE STATUE OF LIBERTY

1. How did the statue arrive in New York?
2. Of what metal is the statue made?
3. Where was the statue made?
4. Who made the statue?
5. Who paid for the statue's construction?
6. What do the broken chains represent?
7. What does the torch symbolize?
8. Who was Emma Lazarus and what made her famous?
9. Why is Liberty wearing a Greek or Roman dress?
10. What did the immigrants have to do to become citizens?
11. What does the tablet in the statue's hand represent?
12. Why was New York the port of entry for immigrants?
13. Why is Liberty depicted as a woman?
14. Why did immigrants come to America?
15. Why does the crown have seven spokes?
16. How many immigrants came to America during 1800 to 1914?
17. What was the name the French sculptor Frederic Bartholdi selected for the Statue of Liberty?
18. Why was the statue given to America?
19. What emotions do you think immigrants felt seeing the statue when they came into the New York Harbor?
20. Why did the statue have to be restored?
21. What happened to the statue's original torch?

22. Who paid for the statue's restoration in 1984-85 and how?

23. What does the following mean?

> "Give me your tired, your poor, your huddled masses yearning to breathe free, the wretched refuse of your teeming shore. Send these the homeless, tempest-tost to me, I lift my lamp beside the golden door!"
>
> --Emma Lazarus

FACTS RELATED TO THE STATUE OF LIBERTY

- Broken chains (or shackles) were an ancient symbol of freedom. At the time of the casting of the Statue of Liberty, the chains brought to mind the abolition of slavery during the Civil War.
- The torch represents the light of knowledge (or truth), freedom of the press, and free speech.
- The tablet, bearing the date of the Declaration of Independence, stands for justice and equality under law, the Constitution, the Bill of Rights, and inalienable rights.
- "Liberty Enlightening the World" was the title chosen for the statue by its creater, Frederic Bartholdi. In addition, Bartholdi's family emblem (or crest) was a sunburst.
- Liberty is a woman because the French traditionally personified Liberty as a woman. Our Statue of Liberty's face bears a close resemblence to the face of Frederic Bartholdi's mother.
- The seven rays in the crown represent Liberty's rule over the seven continents, the seven seas of the world, and at that time, the seven known planets.
- During the 1800s and 1900s, seventeen (17) million immigrants from northern and western Europe came to America, and between 1900-1914, thirteen (13) million immigrants came from southern and eastern Europe.

CITIZEN'S REQUEST FOR REVIEW AND REEVALUATION OF INSTRUCTIONAL MATERIALS

The Jefferson County Board of Education endeavors to meet the needs of all its students by providing on all levels a wide range of instructional materials having diversity of appeal and different points of view. With respect to instructional materials, the Board supports the principles of intellectual freedom inherent in the First Amendment to the *Constitution of the United States* and in the *Library Bill of Rights and the Students' Right to Read* of the National Council of the Teachers of English.

The Board also recognizes that, despite the quality of instructional materials or the credibility of the process used for selecting instructional materials, occasional objections will arise. Therefore, in order to facilitate the resolution of any concerns related to instructional materials, the Board provides the following procedure for review and reevaluation.

Level I—Initial Concern

1. A person having a complaint related to instructional materials states the complaint to a local school principal or unit head or a designee.
2. The school official to whom the complaint is stated schedules a conference with the complainant to discuss the instructional materials.
3. The complainant and the school official discuss the instructional materials during the scheduled conference.
4. Within five (5) business days following the conference, the school official provides the complainant a written decision concerning the complaint.

Level II—Written Request for Review and Reevaluation

1. If a complainant is not satisfied with the school official's decision at Level I, the school official will assist the complainant in filing, with the Superintendent, a written request for review and reevaluation of the instructional materials.
2. The Superintendent accepts the written request for review and reevaluation of instructional materials with the purpose of rendering a decision concerning the complaint. (When appropriate, the Superintendent forwards the request to the Reconsideration Committee.)
3. When requested by the Superintendent, the Reconsideration Committee meets for purpose of formulating a recommendation to the Superintendent concerning the instructional materials.
4. Within twenty-five (25) business days of receiving the written request for review and reevaluation of the instructional materials, the Superintendent notifies, in writing, the complainant concerning disposition of the complaint.

Level III—Appeal

1. In the event the complainant is not satisfied with the Superintendent's decision regarding the instructional materials, the complainant may file with the Jefferson County Board of Education written request for the review of the complaint.
2. Within forty-five (45) business days of receiving the request the Board will notify the complainant of its decision.

Note: The Board considers appeals requesting the view of decisions related to the use of instructional materials to be serious matters. Therefore, person requesting such reviews are advised to present carefully documented, factual information substantiating their claims.

Only upon recommendation of the Superintendent shall access to challenged instructional materials be restricted during the reconsideration process.

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REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

School

Please check type of material:

( ) Book
( ) Periodical
( ) Pamphlet
( ) Film
( ) Filmstrip
( ) Cassette
( ) Record
( ) Kit
( ) Other

Title

Author

Publisher or Producer

Request initiated by

Telephone
Address

City
State
Zip

The following questions are to be answered after the complainant has read, viewed, or listened to the school library material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment.)

1. To what in the material do you object? (Please be specific. Cite pages, frames in a filmstrip, film sequence, et cetera.)

2. What do you believe is the theme or purpose of this material?

3. What do you feel might be the result of a student using this material?

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other instructional material of the same subject and format?

Signature of Complainant

Date

Please return completed form to the school principal.

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